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ABSTRACT

The Office of Education's Talent Search program is designed to: (a) identify needy youths with exceptional potential and encourage them to complete secondary school and undertake further education; (b) publicize student financial aid; and (c) encourage dropouts of demonstrated aptitude to reenter educational programs. The Talent Search program study provides descriptive data on its scope, nature, and operations, the educational background and training of key project staff, the general characteristics of its clientele, and the services provided to that clientele; it was not designed to evaluate the success or national impact of Talent Search. Information was collected by review of records, questionnaire and interview responses, and on-site observations. A comprehensive introductory chapter precedes four chapters which present the procedures and findings of each of four of the data collection methods (site visits, project director questionnaire, counselor questionnaire, and advisory chairperson questionnaire); the following three chapters present descriptions of program clients and clients' status beginning postsecondary education, and analyses of cost and of staffing patterns. The major findings are summarized in the final chapter under 10 topical headings, and the previous chapters' interpretive analyses are consolidated into an overall statement of conclusions. The document is extensively illustrated with data tables. (AJ)

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RESEARCH TRIANGLE INSTITUTE

CENTER FOR EDUCATIONAL RESEARCH AND EVALUATION

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December 1975

Final Report

A STUDY OF THE
NATIONAL UPWARD BOUND AND TALENT SEARCH PROGRAMS

Volume III

DESCRIPTIVE STUDY OF THE TALENT SEARCH PROGRAM

by
J. N. Pyecha, Project Director
Jane W. Bergsten
Roderick A. Ironside
Cynthia A. Kenyon
David H. Stuart
Lucia A. Ward

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

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CENTER FOR EDUCATIONAL RESEARCH AND EVALUATION
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

FINAL REPORT

22U-889

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Contract No. OEC-0-73-7052

The research reported herein was performed pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view and opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

PREFACE AND ACKNOWLEDGEMENTS

A Study of the National Upward Bound and Talent Search Programs, the final report of the research conducted by the Research Triangle Institute under USOE contract number OEC-0-73-7052, is presented in four volumes:

Volume I, Review of the Literature Relevant to Upward Bound and Talent Search Programs.

Volume II, Estimates of the Target Population for the Upward Bound and Talent Search Programs.

Volume III, Descriptive Study of the Talent Search Program.

Volume IV, Evaluation Study of the Upward Bound Program.

The authors, in preparing Volume III of this report, wish to express their special appreciation for the cooperation and contributions of a number of people both within and outside the Research Triangle Institute (RTI).

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The following members of the Upward Bound/Talent Search Advisory Council made valuable contributions to the overall design of the study and also aided in reviewing and revising this report. (The organizational affiliations of Advisory Council members and of the other consultants listed in subsequent paragraphs are presented in Appendix A): Dr. David Ballesteros, Mr. Marcus Bell, Dr. Robert Berls, Ms. Lois J. Carson, Mr. Alan Clarke, Dr. Sal B. Corrallo, Mr. David Johnson, Dr. John Rison Jones, Ms. Rosalia Martinez, Mr. Walter Mason, Mr. Grayson Noley, Mr. Alexis Poliakoff, Mr. Silas Purnell, Ms. Janis Sanchez-Hucles, Mr. Frank Sandage, Ms. Faith Spotted Eagle, Mr. Rudy Tamez, and Dr. Stephen J. Wright. In addition to their involvement as Advisory Council members, Mr. Noley and Dr. Ballesteros were members of Talent Search site visit teams.

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Ms. Vivian E. Adkins: data processing and editing.
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Dr. Charles Benrud: sample selection.
Ms. Judith A. Bolin: report typing.
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Ms. Brenda W. Young: report typing.
Mr. Charles Younger: drafting.

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EXECUTIVE SUMMARY

A STUDY OF THE NATIONAL UPWARD BOUND AND TALENT SEARCH PROGRAMS

VOLUME III

DESCRIPTIVE STUDY OF THE TALENT SEARCH PROGRAM

J. N. Pyecha, Project Director
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Executive Summary

Descriptive Study of The Talent Search Program
Volume III of
A Study of The National Upward Bound and Talent Search Programs

I. BACKGROUND

The Talent Search (TS) program originated in the Higher Education Act of 1965 as a mechanism for identifying financially-needy students and helping them to take advantage of the newly authorized Educational Opportunity Grant Program. As a discretionary grant program which works through institutions of higher education and public and private (nonprofit or profit) agencies or organizations, TS is designed to: (a) identify youths of extreme financial or cultural need with an "exceptional potential" for postsecondary education and encourage them to complete secondary school and undertake further education; (b) publicize existing forms of student financial aid, including aid furnished under the Higher Education Act; and (c) encourage secondary school or college dropouts of demonstrated aptitude to reenter educational programs. This program, administered through the United States Office of Education (USOE) since its inception, now operates under the legislative authority of Title IV of the Education Amendments of 1972 (Public Law 92-318). Beginning in fiscal year 1972, TS has been administered through the USOE regional offices.

In May 1973, USOE's Office of Planning, Budgeting, and Evaluation (OPBE) requested that a comprehensive study of both the TS and Upward Bound (UB) programs be designed and conducted. The results of this study, conducted by the Research Triangle Institute under contract number OEC-0-73-7052, are presented in a four-volume report entitled, A Study of the National Upward Bound and Talent Search Programs. The purpose of the TS study (Volume III of the report) was to provide descriptive data on the scope and nature of the program and its operations, the educational background and training of key project staff, the general characteristics of its clientele, and the services provided to that clientele. Primarily because of fund constraints, it was not designed to evaluate the success and national impact of Talent Search. The other volumes of the report are: Volume I, Review of the Literature Relevant to Upward Bound and Talent Search Programs; Volume II, Estimates of the Target Population for the Upward Bound and Talent Search Programs; and Volume IV, Evaluation Study of the Upward Bound Program.

II. METHODOLOGY

Because prior studies of the TS program did not exist, it was considered essential to gather comprehensive data, necessitating collection of information from many sources (project records, postsecondary institutional records, questionnaire responses, interview responses, on-site observations) and from a broad spectrum of persons (TS staff members, chairpersons of TS Advisory Boards, and registrars of postsecondary institutions where former TS clients were reported to have enrolled). Sampling and mail questionnaire surveys were used extensively in collecting these data. To counter the sometimes superficial nature of questionnaire responses and data of record, an additional dimension of data depth was obtained through site visits and associated interviews and observations. Descriptive data relative to major aspects of the national TS program in the 1973-74 program year were obtained from: (a) a project director questionnaire completed by 92 percent of the 114 TS project directors; (b) a counselor questionnaire completed on counseling-related activities of 93 percent of the 114 projects; (c) a questionnaire related to advisory board functions, completed by chairpersons for 81 percent of the 111 projects which had advisory boards; (d) two-day site visits at a sample of 20 projects; (e) the records of a sample of approximately 100 current clients at each of the 20 visited sites (for a total of 1,837 clients); (f) a survey of the enrollment status of 1,793 (or 87 percent of a sample of 2,060) clients reported by project directors as having begun postsecondary education between 1 July and 31 December 1973 (reports were received from 426, or 93 percent, of the 453 institutions in which the 2,060 clients were reported to have enrolled); (g) USOE Grantee Quarterly Financial Reports (Form 1227), available for 68 percent of the 114 TS projects; and (h) summaries of the USOE Interim and Final Statistical Reports (Form 1231).

III. SUMMARY AND INTERPRETATION OF MAJOR FINDINGS

A. Program Regulations, Guidelines, and Reports

USOE Regional Offices and the projects are unable to resolve difficult and ambiguous policy matters authoritatively because regulations have not been adopted for this program. USOE prepared proposed rules for Talent Search, Upward Bound, and Special Services in 1970 but only the Upward Bound rules became final regulations.

The program guidelines for Talent Search (as presented in the USOE Program Administration Manual for Program Year 1973-74) do not clarify the numerous questions or issues raised by various terms which appear in the legislation, such as "exceptional potential," "demonstrated aptitude," and "cultural need." Since these terms define the eligibility criteria for the program, project directors must be able to operationalize and document these criteria empirically. Currently, the eligibility criteria are not defined or applied uniformly across projects. Also, the guidelines do not specify the objectives of the Talent Search program in measurable terms, thus raising questions concerning the evaluative criteria applied to individual projects and the total program. Given the imprecise definition of the target population and the lack of measurable objectives, virtually any person requesting assistance was served--about 80 percent of whom were described as eligible in terms of low income and related criteria.

The interim and final statistical reports on TS are generated from semiannual submissions of OE Form 1231, which constitutes the principal feedback mechanism by which the National USOE office collects data on TS operations. The accuracy of certain aspects of these reports was found to be suspect and, consequently, their utility is limited. Four factors were identified as contributing to this situation: (1) varying interpretations of the USOE definitions of a "client" and a "contact;" (2) confusion concerning general instructions for completing the form; (3) faulty record keeping and reporting; and (4) carelessness and/or a lack of concern for accuracy. Personal discussions with project personnel suggested that many project directors are genuinely confused concerning the particulars of this form.

B. Project Staffing

On the average, each project employed four full-time and five part-time staff members. Projects reported an average of four counselors, three of whom were full-time staff members. Personnel at many of the site-visited projects expressed concern about the adverse effect on project operations due to considerable staff turnover, a factor that was generally attributed to a lack of job security in year-to-year funding situations and to a lack of opportunity for upward mobility within the project.

Most (80 to 90 percent) project directors had a four-year degree, had spent most of their time in a community similar to that in which a majority of their clients lived, and had the same ethnic background as that of the majority of their clients. About 68 percent of the counselors had at least a four-year degree, including 18 percent who had either a master's degree or a professional or specialist diploma. Most of the graduate degrees held by counselors included a major emphasis in guidance and/or counseling, followed by degrees in teaching or education.

C. Composition and Function of Advisory Boards

All but three projects reported the existence of advisory boards. (These three projects reported being in the process of organizing or reorganizing their boards.) The median number of advisory board members was 13, and about 80 percent of the boards held regularly scheduled meetings, most of which were scheduled on a monthly or quarterly basis. As a group, advisory boards were composed of 42 percent representatives from the target community, 21 percent representatives from target students, and 37 percent representatives from the educational community. In about three-fourths of the projects, the board served in an advisory role to the project director; in the remaining projects, the project director was accountable to the board.

Generally the boards did not appear to be very active and/or effective in helping to operate the TS project. Lines of authority and communication were often not clear. In many projects there was a lack of agreement between project directors and board chairpersons as to the nature and extent of the boards' authority and responsibility. There was also lack of agreement relative to the level of influence that the board has had on specific project activities, as well as on the level of influence that was desirable.

D. Relationships with Educational Institutions, Related Programs, and Referral Agencies

Practically all projects work and interact with high schools, public and private 4-year postsecondary institutions, and public 2-year institutions; about three-fourths of the projects work with private 2-year institutions and about one-half work with proprietary institutions. A majority of the projects reported receiving "good" to "excellent" cooperation from these institutions with respect to a variety of TS activities; several projects expressed a need for increased cooperation from high schools in identifying and providing access to potential clients and making their files available. Individual project directors also reported good working relationships with such varied referral agencies as the U.S. Employment Service, Tribal Councils, Neighborhood Youth Corps, welfare programs, Model Cities programs, youth groups, custodial institutions, and Upward Bound programs.

Most of the institutions and agencies hosting TS projects also sponsored at least one other program for disadvantaged students. Most TS project directors reported the existence of a "high" or "very high" degree of cooperation between their projects and other projects sponsored by their host institution.

E. Content and Organization of Project Records and Client Files

Files in certain projects were comprehensive and complete and data were collected and filed in an organized manner; the files in other projects contained little information, which was often collected and filed in a haphazard fashion. Overall, client records and project files were in less than satisfactory condition. Most files generally contained such basic descriptive data as the client's age, sex, ethnicity, and grade level. However, data critical to determining and documenting a client's eligibility, his application for and attainment of financial aid or postsecondary admission, his strengths and weaknesses, and his continuation in postsecondary education were often incomplete or missing. The condition of the files in many projects limits their utility in providing client services, evaluating the attainment of project objectives as mandated in the legislation, and completing the OE Form 1231 statistical reports.

F. Recruitment and Nature of Clients Served

The majority of clients entered TS as a result of active recruitment (about 65 percent), followed by referrals from school personnel, other programs, community organizations, and former clients. Relatively few were "drop-ins." Generally, projects adhered to the financial or cultural need criteria, but there was limited and varied application of the "exceptional potential" criterion. It appears that TS does not so much seek out eligible or special individuals as it serves those who respond to it. Virtually any person requesting assistance was served. While such self-selection may be important to necessary client motivation, it tends to bypass potential clients who do not respond to "general" invitations.

Clients from many ethnic groups were served: 48 percent were black; 19 percent white; 18 percent Chicano; 10 percent American Indian; 4 percent Puerto Rican; and about 1 percent were others of Spanish descent, Orientals, or Eskimos. At the time of recruitment, approximately two-thirds of the clients were ages 17 or 18, and about one-half were enrolled in grade 12. More females than males were served. About half the clients had family incomes in 1973 of less than $6,000, about 40 percent had incomes in the $6,000 to $9,000 range, and a small portion, roughly 10 percent, had family incomes of $9,000 or more. For most clients, TS was the first special educational assistance received.

G. Services Offered

All responding project directors expressed the importance of providing educational opportunities for low income, educationally disadvantaged persons. Their stated objectives focused on improving this group's educational and vocational status and self-perception, and increasing school- and community-awareness of their needs. Given this common base, the number and kinds of services provided clients varied considerably across projects classified by size, ethnicity and location of majority of clients, type of host institution, age, and USOE region location. However, all projects generally: encouraged the completion of high school and the attainment of a postsecondary education; provided information on educational opportunities and financial assistance; and assisted in the mechanics of applying for admission and financial aid. To a more limited extent, projects provided follow-up activities and assistance to insure that clients actually enrolled in postsecondary institutions, reached the campus, began their studies, and became adjusted and oriented to the campus. A few projects supplemented their services by providing tutoring or courses in basic academic skills, using funds other than those obtained from USOE.

Individual and, to a more limited extent, group counseling constituted a major service to TS clients. These counseling sessions focused primarily on problems associated with college entrance, financial concerns, career or vocational guidance, and job placement. To assess the strengths, weaknesses, and potential of their clients, counselors reported relying most heavily on high school grades, high school counselor evaluations, evaluations by knowledgeable others, biographical inventories, interest inventories, and student self-evaluations. A substantial proportion of the projects reported using achievement (standardized and nonstandardized) and aptitude (academic or vocational) test results for this purpose. The limited degree to which these kinds of information were recorded in the client files, and the survey findings of the postsecondary status of former clients, raises a general question as to the effectiveness of TS counseling services and follow-up activities. Approximately three-fourths of the students reported by project directors to have enrolled in postsecondary institutions between 1 July and 31 December 1973 actually enrolled in the specified institutions. And about three-fourths of these verified enrollees were still enrolled in the spring of 1974. (Most of those who were not still enrolled in the spring had dropped out of their own choice.) The percent of initial enrollees varied across institution types (higher percents in private as opposed to public institutions), as did the percent of enrollees who remained in the spring (higher percents in four-year as opposed to two-year institutions).

H. Technical Assistance and Services Provided by USOE

While USOE regional offices reportedly provided a wide range of services to most of the TS projects, a substantial number of project directors reported that they: did not receive technical assistance in program development; were not visited by a regional staff member, or, if visited did not receive a summary of the site visit; did not receive technical assistance in data collection; and did not have the opportunity to attend proposal writing workshops. Somewhat related was the concern expressed by staffs in some projects over the continuous pressure from regional offices to serve large numbers of clients, with the implication that projects would be evaluated and funded in terms of the number of clients reported.

I. Cost Analysis

The analysis of the sources and uses of funds provided a descriptive profile of the financial characteristics of TS projects. Data summarized for 96 TS projects indicated that the average total cost, including in-kind payments and contributions, was $71,700 per project for the 1973-74 program year, with a range from $6,000 to $331,000. When in-kind payments and contributions are excluded, the average total cost per project was $63,700, ranging from $6,000 to $243,000. Of this $63,700, approximately 84 percent or $53,700 was funded by USOE. USOE funds were used primarily to meet personnel costs, which accounted for 75 percent of the total. Factors analyzed for their contribution to project cost variation included the number of clients served by the project, the proximity of the clients to the project, and the type of host institution. Of those variables examined, only the association between project costs and the number of clients produced a statistically significant relationship. Including in-kind contributions, TS projects incurred a fixed cost of $42,730 per year and a variable cost of $24.81 per client to implement the TS program during the 1973-74 program year.

The 96 projects reported costs totalling $6,176,184 to serve 97,230 students--an average of $63.52 per client. However, a detailed analysis of these cost data reveals the shortcomings of using a single estimate of average costs per client for TS planning and budgeting purposes. For example, the average reported costs per client ranged from $23 to $392, with an unweighted average of $89. (When in-kind contributions are included, the average cost per client for the 96 projects ranged from $26 to $398, with an unweighted average of $100.) Furthermore, the median reported cost per client was $65, showing that a small number of projects with high costs per client exert a disproportionately strong effect on the overall average. Thus, average costs per client, when used as a planning and budgeting tool, should be interpreted with caution.

J. Reported Problems and Accomplishments

The problem reported most often (by 87 percent of the project directors) was insufficient staff personnel. Two other problems were reported by more than half of the responding project directors: obtaining support from parents (59 percent), and inadequate facilities (54 percent). A rather large number of project directors listed student recruitment (46 percent) and obtaining cooperation from the students (47 percent) and community (47 percent) as problem areas. Also, about one-third of the project directors reported problems in communicating with the USOE regional and national offices.

In addition to the four basic accomplishments reflected in the annual OE Form 1231 reports (postsecondary placement, placement in other education and training activities, dropout prevention and return, and placement in UB or Special Services projects), a number of other project accomplishments were reported. These accomplishments fall into six broad categories, which are presented in a descending order of importance based on a weighted ranking that takes into consideration the number of project directors who listed each accomplishment and the importance they attached to it: (1) improving community and educational institution relationships; (2) providing counseling services to clients; (3) providing non-educational services, referrals, and placements; (4) improving client outcomes such as motivation toward continued education, self-image, self-confidence, and cultural awareness; (5) improving the clients' academic performance as measured by scholastic grades and test scores; and (6) serving as a student advocate.

IV. CONCLUSIONS

Conclusions are based on descriptive data, a portion of which was collected and validated during site visits. Outcome data were limited to information collected on a sample of former clients who were reported as having enrolled in postsecondary institutions. It was not possible to verify reported accomplishments and problems or information pertinent to such critical outcomes as: (a) the actual number of clients served and nature of services provided; (b) the number of dropouts prevented and/or returned to the educational system. Also, comparable data were not collected on that portion of the target population not exposed to TS. As a result, the following conclusions relate to the types of projects funded by TS and the nature of their operations, rather than how successful they are:

a) It Was Not Possible to Identify a Typical Talent Search Project. Although projects engaged in a series of common services, there were more differences than similarities among projects in staff training and experience, program emphasis, operating characteristics, and clientele served. This was due in part to the fact that TS projects apparently function under varying conditions, often caught in the middle of a number of forces or pressures. In addition, projects served single as well as multi-ethnic populations. They were sponsored by a variety of public and private agencies, as well as postsecondary institutions. Clients came from various geographic locations and community types; they were sought from high schools, detention centers, referral agencies, the streets, and elsewhere. Furthermore, there were no standardized procedures for collecting and maintaining program-related data.

b) The National Impact of the Current Program Is "Unevaluable". A very low probability exists that valid data can be obtained to evaluate the national impact of Talent Search as it currently exists. Because of the variety of interpretations and the lack of objective measures being applied within and across projects to those terms critical to defining the target population, it would be impossible to establish a national comparison group. In addition, systematic and objective procedures for gathering and recording critical input, process, and output data do not exist either within or across a substantial number of projects. It would not be possible, therefore, to obtain evaluative survey data from individual projects which are both valid and amenable to aggregation across projects, as would be required for a nationwide impact study.

c) Several Program Strengths Were Identified. It was concluded, primarily on the basis of site visit interviews and observations, that there were several program strengths across TS projects, some of which are implicit in the findings as presented and also in the respondents' sense of project accomplishment. Among these were the following: (1) the recruitment strategy appears effective in getting to a sizable number of contacts in the target populations of interest; (2) projects engage in a set of common services, encompassing the dissemination of information, assistance in the application process, obtaining of financial aid, and personal counseling; (3) projects generally respond to the needs of all who come for assistance or information, whether or not those persons are considered clients; (4) effective relationships have been developed with a standard group of institutions to which clients apply and which many then attend; (5) continuing and effective interaction with referral agencies appears to be characteristic of TS projects; (6) staff appears dedicated to program goals and objectives, and their cohesion and interaction appears to be adequate, although there is limited staff training provided and a considerable staff turnover; (7) clients are recruited from a wide spectrum of agencies, providing educational access for many different groups of prospective clients; and (8) there appears to be a degree of meaningful impact on high school counseling programs and on a variety of postsecondary institutions.

d) A Number of Program Problem Areas Were Identified. Some problem areas appear to be amenable to corrective action by individual projects whereas others are either larger in scope or beyond the control of Talent Search locally or nationally. These problem areas include the following: (1) the populations being served need further attention (TS in general does not so much seek out eligible or special individuals as it serves those who respond to it), and criteria for selecting clients in terms of exceptional potential for continued education need to be reexamined; (2) there is a need to make greater efforts to match clients to the institutions where they may most likely fulfill their aspirations; (3) adequate funding for the activities undertaken appears to be a need in many projects; (4) the content and organization of project files are in need of improvement in many projects; (5) long-range follow-up of clients appears to be generally a minimal activity; (6) the nature and function of advisory boards needs to be reexamined in many projects; (7) communication with the USOE regional offices could be enhanced by greater attention to the considerable technical and support needs of individual projects; (8) most projects depend upon high schools to aid in the task of recruiting, yet many schools evidence either apathetic attitudes about disadvantaged students or an active lack of cooperation; (9) while positive impact on schools and postsecondary institutions has been perceived, a small amount of negative impact was reported in that some high schools come to depend upon TS to do the schools' job of providing counseling-related services to disadvantaged students; (10) staff personnel overall appear to be ill-equipped to handle such matters as academic counseling, career guidance, testing, and interpretation of educational and aptitude data; (11) TS lacks status and image as a national service program and there is a feeling among TS project personnel that the program should be given more national recognition and support.

Chapter 1

Introduction

I. GENERAL

The Research Triangle Institute (RTI), under contract to the U.S. Office of Education (contract number OEC-0-73-7052), conducted a national study of the Upward Bound (UB) and Educational Talent Search (ETS) programs.[1] The results of this RTI study are presented in a four-volume report entitled, A Study of the National Upward Bound and Talent Search Programs.[2] This volume, Volume III of the four-volume RTI report, provides a description of the scope and nature of the ETS program, including its operations, the educational background and training of its key staff, and the general characteristics of its clientele. The appendices to this volume are bound as a separate document. The titles of the other three volumes are: Volume I, Review of the Literature Relevant to the Upward Bound and Talent Search Programs; Volume II, Estimates of the Target Population for the Upward Bound and Talent Search Programs; and Volume IV, Evaluation Study of the Upward Bound Program.

The ETS study, as a result of an iterative/feedback design process, emerged as a basically descriptive and exploratory one. This descriptive study was designed to supply an extensive up-to-date description of the nationwide ETS program (at the client as well as at the project level). As such, it provides the data base required for the design of subsequent, more rigorous evaluation studies.

Due to the nonexistence of prior studies of the ETS program, it was considered essential to collect data of sufficient breadth and depth to satisfy both the immediate descriptive objectives of this study and the secondary purpose of providing a sound data base for subsequent studies. This required the collection of data from many sources and from a broad spectrum of persons. Because of the cost limitations, sampling and mail questionnaire surveys were used extensively in collecting these data. The data collection instruments specified in Section V below reflect the spectrum of individuals (ETS staff members, chairperson of the ETS Advisory Board, and registrars at the postsecondary institutions in which former ETS clients have been reported as enrolling) as well as the sources (project records, postsecondary institutional records, questionnaire responses, interview responses, on-site observations) from which data were collected. Recognizing the sometimes superficial nature of questionnaire responses and objective data of record, the additional dimension of data depth was obtained through site visits and associated interviews and observations.

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[1] The terms "Talent Search" and "Educational Talent Search" are used synonymously in this report. The legislation, however, specifies that the program be known as "Talent Search."

[2] A Study of the National Upward Bound and Educational Talent Search Programs. Final Report 22U-889, Four Volumes. Research Triangle Park, N.C.: Research Triangle Institute, Center for Educational Research and Evaluation, July 1975.

Determination of which individuals should provide data, as well as of what data sources are most appropriate and most readily available, was not an arbitrary process. In addition to the input of general design and methodological experience of RTI staff members, these decisions have been greatly influenced by ETS project staff members, ETS student participants, ETS program managers in both the national and regional USOE offices, Office of Planning, Budgeting, and Evaluation (OPBE) staff members, and specialists in various aspects of educational intervention programs and/or education of disadvantaged youth.

Given these inputs, the study involved: (a) a questionnaire survey of project directors, project counselors, and project advisory board chairpersons at all of the 114 ETS projects funded in program year 1973-74; (b) site visits to a sample of 20 ETS projects and interviews with the project director, professional staff, advisory board members, and a representative of the institution hosting the project; (c) collection of data of record on approximately 1,900 ETS clients for the 1973-74 program year (a sample of approximately 100 clients at each of the 20 projects in the site visit sample); and (d) a questionnaire survey of the postsecondary status of a sample of approximately 2,000 of the former clients reported by a sample of 25 projects (including the 20 projects in the site visit sample) as having begun studies at postsecondary institutions during the period July 1 to December 31, 1973 (the sample of 2,000 clients consisted of a sample of approximately 80 from each of the 25 projects in the sample). The information on former and current ETS clients (components c and d above) was not collected from the clients themselves. Rather, data on current clients were collected from project files. Data for the status survey of former clients were obtained by contacting registrars at the postsecondary institutions in which those former clients had been reported as enrolling.

Additionally, limited use was made of the summary statistics provided semiannually to USOE by project directors on OE Form 1231. Unfortunately, these data are aggregated within projects before submission to USOE and are, therefore, inadequate for determining the range of personal, programmatic, and institutional factors that may affect continuance and success. However, when considered in light of the other data collected, these data can provide additional insights. Thus, a part of this study focused on determining the validity of the data reported on OE Form 1231.

The remainder of this chapter presents an overview of the development and performance of the study. First, Section II gives the purposes of the study. Section III presents the background of the study, while Section IV discusses some of the major activities and considerations in its development. Section V describes the nature and development of the data collection instruments required by the study design, and the resultant data bases. Section VI overviews the sample design. Section VII specifies the data collection, receipt control, and data processing procedures. Finally, Section VIII outlines the contents of the remaining chapters of the report.

II. PURPOSE

The purpose of this study was to provide a description of the Talent Search program on a national scale. More specifically, this study was designed:

a) To obtain a more detailed description of the educational and family background of clients being served by ETS and of the project personnel working in the ETS program.

b) To obtain a more detailed picture of ETS operations, especially the variety of services and activities being offered.

c) To study the associations between the educational and family background of the ETS clients, educational background of the ETS program personnel, the ETS services and activities being offered, and selected project accomplishments as provided in the annual ETS report on OE Form 1231.

d) To obtain information pertinent to the first year school status of a sample of ETS clients who enrolled in postsecondary institutions between 1 July 1973 and 31 December 1973, and to describe in general terms the types of institutions in which these clients initially enrolled and the types in which they remained through April 1974.

e) To determine the types of client information that are routinely collected and maintained in ETS project files.

III. BACKGROUND OF THE STUDY

The Talent Search program originated in the Higher Education Act of 1965 as a mechanism to identify students of extreme financial need to take advantage of the newly authorized Educational Opportunity Grant Program. Talent Search has been administered through the United States Office of Education (USOE) continuously since that time. Operating with a very small staff of three persons, the originally funded projects primarily received technical assistance from the USOE.

In the Educational Amendments of 1968, the ETS program, the UB program which was transferred to USOE from the Office of Economic Opportunity, and the newly enacted Special Services for Disadvantaged Students program were authorized as Special Programs as Title IV.[3/] On July 1, 1969, the three programs were officially housed in the newly created Division of Student Special Services, USOE. (This division was recently renamed as the Division of Student Support and Special Programs.) All three programs now operate under the legislative authority of Title IV the Education Amendments of 1972 (Public Law 92-318).

Talent Search is a discretionary grant program which works through institutions of higher education and public and private agencies or organizations. The legislation states that the program is designed to:

a) Identify qualified youths of financial or cultural need with an exceptional potential for postsecondary educational training and encourage them to complete secondary school and undertake postsecondary educational training.

b) Publicize existing forms of student financial aid, including aid furnished under this title.

c) Encourage secondary school or college dropouts of demonstrated aptitude to reenter educational programs, including postsecondary school programs.[4/]

Project grants may be awarded to institutions of higher education, combinations of institutions of higher education, or public and private (nonprofit or profit) agencies or organizations (including professional and scholarly associations). These groups are responsible for locating qualified students and encouraging them to join the program. Grants and contracts to such organizations are limited to $100,000 per year and

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[3/] These three programs (Talent Search, Upward Bound, and Special Services for Disadvantaged Students) have been collectively known as the TRIO programs. However, a fourth program, the Educational Opportunity Centers program, has recently been added as a Special Program.

[4/] Application Information and Program Manual. An Office of Education Program Administration Manual, 1973-74. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Education Division, OE/BHE, p.2.

funding selections are made on the basis of program proposals submitted by eligible parties on or before a date set by the Commissioner. Beginning in fiscal year 1972, ETS has been administered through the regional offices of the U.S. Office of Education.

Since its initiation in 1965, the Talent Search program has never been studied on a national level. Consequently, the Office of Planning, Budgeting, and Evaluation (OPBE), USOE, issued a request in May 1973 for a proposal to plan and conduct a comprehensive study and evaluation of both the ETS and UB programs. RTI, in response to this USOE Request for Proposals, submitted a proposal which was accepted by USOE. RTI carried out the planning study during the period of June 1973-January 1974. The actual study of Talent Search (and of UB) that evolved from the planning study was implemented from February 1974 to August 1975.

IV. MAJOR ACTIVITIES AND CONSIDERATIONS IN THE DEVELOPMENT OF THE STUDY

The design and development of the ETS study were influenced by five major factors: (a) a conceptual model of ETS processes and outcomes; (b) the extensive involvement of concerned and knowledgeable persons; (c) the lack of program regulations; (d) a paucity of ETS data upon which to design a comprehensive study; and (e) budget constraints. The first three factors are discussed in greater detail in this section. The last two factors (d and e) require no further elaboration.

A. Conceptualization of ETS Processes and Outcomes

One of the first steps in the planning process was the development of a conceptual scheme representing the ETS processes, consequences, and other relevant factors to be considered in the study. This scheme or model, as depicted in Figure 1.1, was developed and refined through the

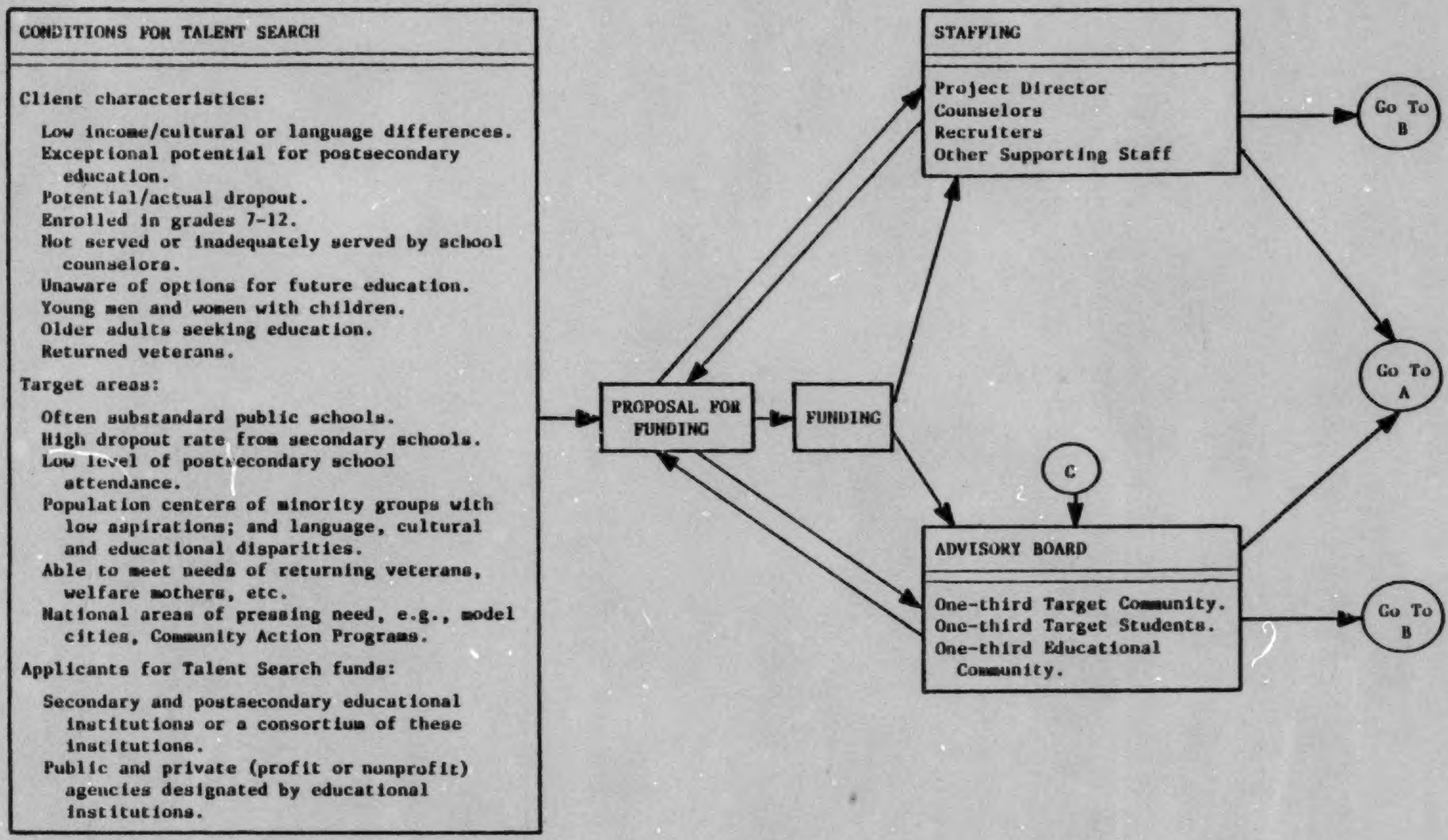
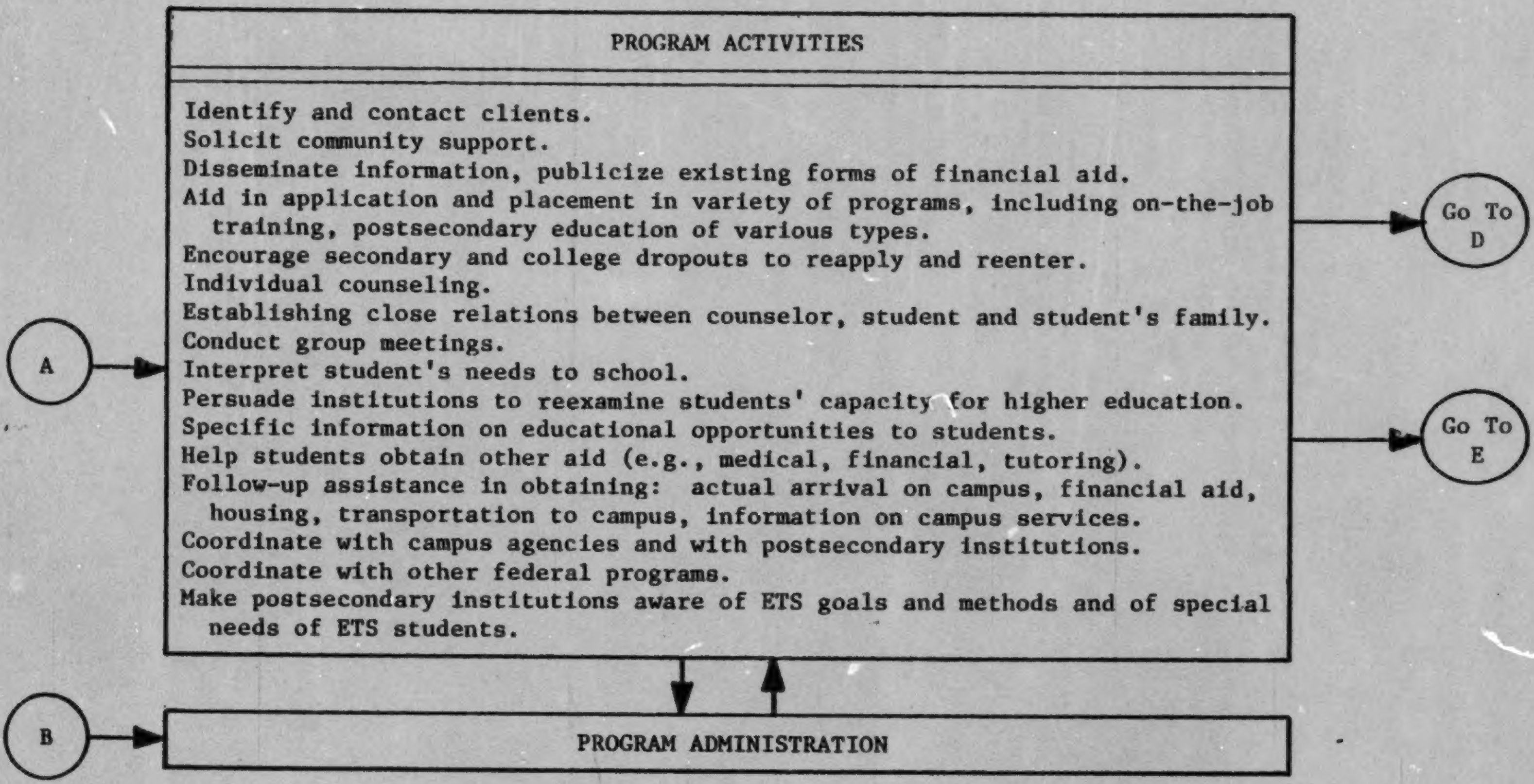
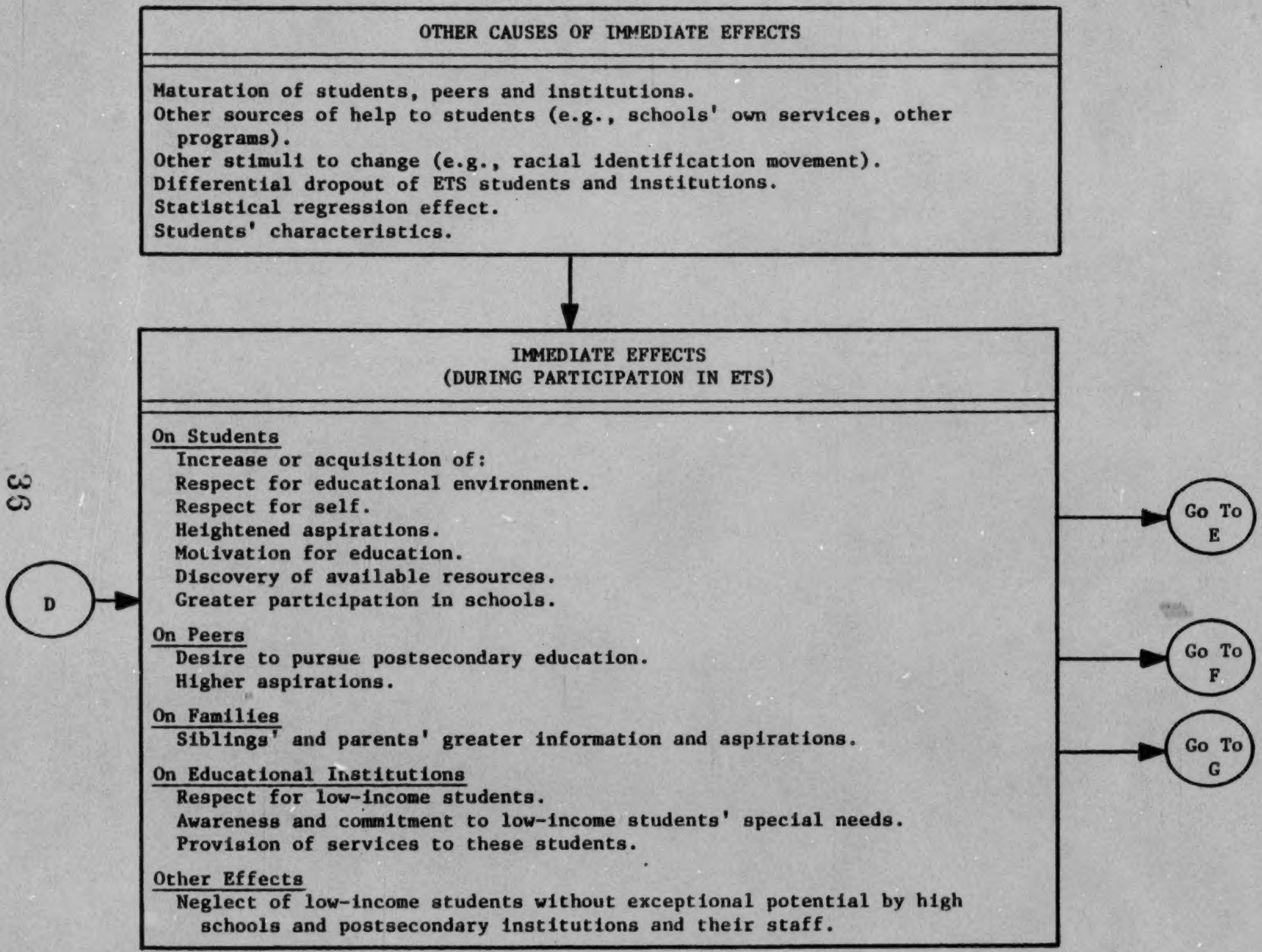

CONDITIONS FOR TALENT SEARCH
Client characteristics:
Low income/cultural or language differences.
Exceptional potential for postsecondary education.
Potential/actual dropout.
Enrolled in grades 7-12.
Not served or inadequately served by school counselors.
Unaware of options for future education.
Young men and women with children.
Older adults seeking education.
Returned veterans.
Target areas:
Often substandard public schools.
High dropout rate from secondary schools.
Low level of postsecondary school attendance.
Population centers of minority groups with low aspirations; and language, cultural and educational disparities.
Able to meet needs of returning veterans, welfare mothers, etc.
National areas of pressing need, e.g., model cities, Community Action Programs.
Applicants for Talent Search funds:
Secondary and postsecondary educational institutions or a consortium of these institutions.
Public and private (profit or nonprofit) agencies designated by educational institutions.
PROPOSAL FOR FUNDING
FUNDING
STAFFING
Project Director
Counselors
Recruiters
Other Supporting Staff
ADVISORY BOARD
One-third Target Community.
One-third Target Students.
One-third Educational Community.
C
Go To B
Go To A
Go To B

Figure 1.1. A Conceptual Model of Talent Search.



Identify and contact clients.
Solicit community support.
Disseminate information, publicize existing forms of financial aid.
Aid in application and placement in variety of programs, including on-the-job training, postsecondary education of various types.
Encourage secondary and college dropouts to reapply and reenter.
Individual counseling.
Establishing close relations between counselor, student and student's family.
Conduct group meetings.
Interpret student's needs to school.
Persuade institutions to reexamine students' capacity for higher education.
Specific information on educational opportunities to students.
Help students obtain other aid (e.g., medical, financial, tutoring).
Follow-up assistance in obtaining: actual arrival on campus, financial aid, housing, transportation to campus, information on campus services.
Coordinate with campus agencies and with postsecondary institutions.
Coordinate with other federal programs.
Make postsecondary institutions aware of ETS goals and methods and of special needs of ETS students.

Figure 1.1 (continued)


OTHER CAUSES OF IMMEDIATE EFFECTS

Maturation of students, peers and institutions.
Other sources of help to students (e.g., schools' own services, other programs).
Other stimuli to change (e.g., racial identification movement).
Differential dropout of ETS students and institutions.
Statistical regression effect.
Students' characteristics.

IMMEDIATE EFFECTS
(DURING PARTICIPATION IN ETS)

On Students
- Increase or acquisition of:
- Respect for educational environment.
- Respect for self.
- Heightened aspirations.
- Motivation for education.
- Discovery of available resources.
- Greater participation in schools.

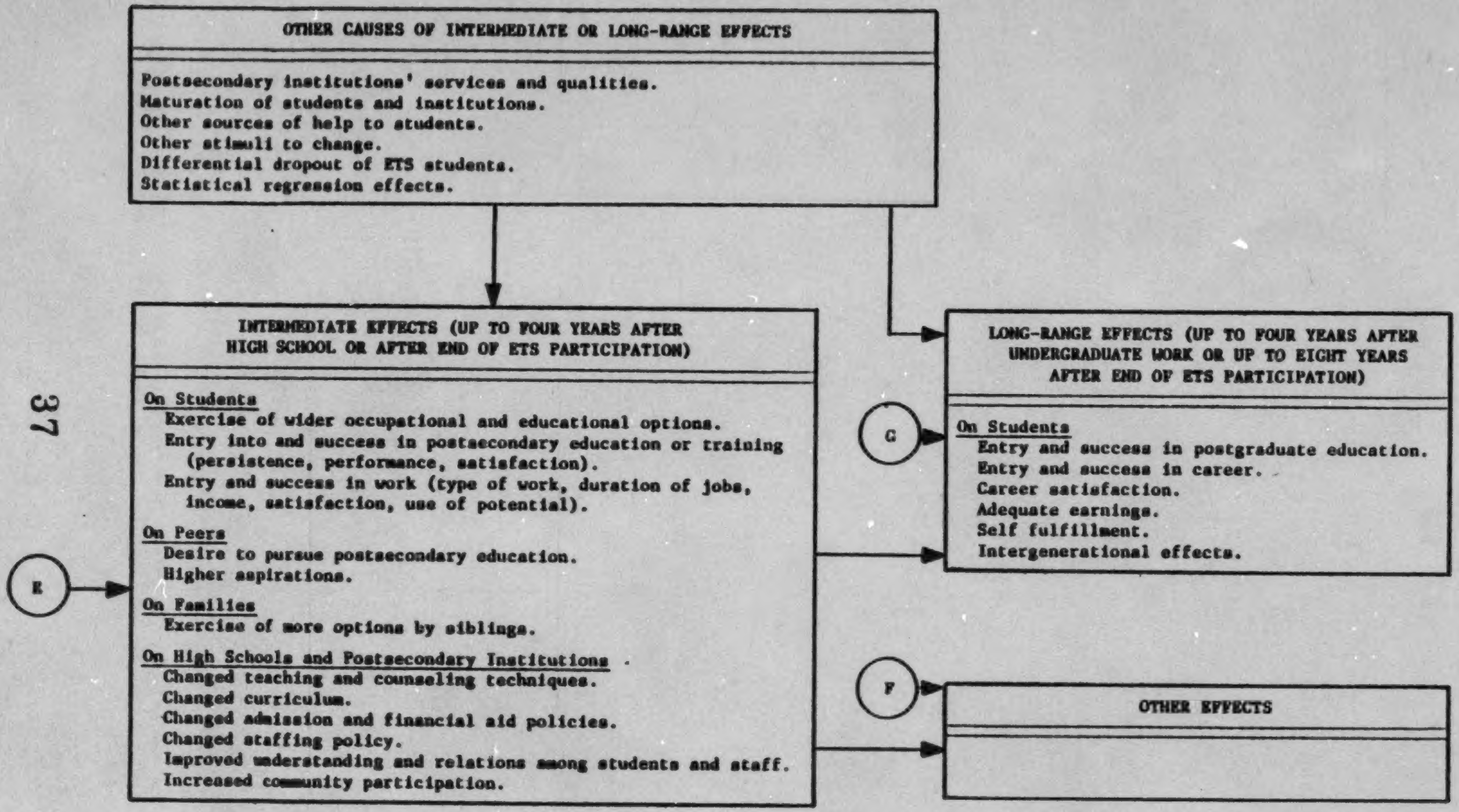
On Peers
- Desire to pursue postsecondary education.
- Higher aspirations.

On Families
- Siblings' and parents' greater information and aspirations.

On Educational Institutions
- Respect for low-income students.
- Awareness and commitment to low-income students' special needs.
- Provision of services to these students.

Other Effects
- Neglect of low-income students without exceptional potential by high schools and postsecondary institutions and their staff.

Figure 1.1 (continued)



OTHER CAUSES OF INTERMEDIATE OR LONG-RANGE EFFECTS

Postsecondary institutions' services and qualities.
Maturation of students and institutions.
Other sources of help to students.
Other stimuli to change.
Differential dropout of ETS students.
Statistical regression effects.

INTERMEDIATE EFFECTS (UP TO FOUR YEARS AFTER HIGH SCHOOL OR AFTER END OF ETS PARTICIPATION)

On Students
- Exercise of wider occupational and educational options.
- Entry into and success in postsecondary education or training (persistence, performance, satisfaction).
- Entry and success in work (type of work, duration of jobs, income, satisfaction, use of potential).

On Peers
- Desire to pursue postsecondary education.
- Higher aspirations.

On Families
- Exercise of more options by siblings.

On High Schools and Postsecondary Institutions
- Changed teaching and counseling techniques.
- Changed curriculum.
- Changed admission and financial aid policies.
- Changed staffing policy.
- Improved understanding and relations among students and staff.
- Increased community participation.

LONG-RANGE EFFECTS (UP TO FOUR YEARS AFTER UNDERGRADUATE WORK OR UP TO EIGHT YEARS AFTER END OF ETS PARTICIPATION)

On Students
- Entry and success in postgraduate education.
- Entry and success in career.
- Career satisfaction.
- Adequate earnings.
- Self fulfillment.
- Intergenerational effects.

OTHER EFFECTS

Figure 1.1 (continued)

involvement of, and feedback from, many different sources (see Section IV.B below). It represents sequentially ETS and related processes and outcomes.[5]

The boxes at the far left of page 1 of Figure 1.1 depict the procedures and conditions required for creating ETS projects, including funding and staffing. Once projects have begun operations, clients are identified, recruited, and offered a number of activities constituting the program treatment (see the box labelled "Program Activities," page 2 of Figure 1.1). These activities or treatments are intended to produce certain effects (pages 3 and 4 of Figure 1.1), which are separated into those occurring during ETS participation ("Immediate Effects"), those taking place in the few (up to four) years after ETS participation ("Intermediate Effects"), and in the longer run ("Long-Range Effects"). These intended effects, in each stage, may affect ETS students, their peers and families, or the secondary or postsecondary institutions involved by the ETS projects. Besides these intended effects, ETS projects may also cause unintended results (other effects), some of which may be undesirable. These effects may occur at different time periods (the "Other Effects," page 4 of Figure 1.1). Finally, both the intended and unintended effects within each time period may be produced or moderated by causes other than ETS, as seen in the boxes labelled "Other Causes" (pages 3 and 4 of Figure 1.1).

In sum, the model specifies: (1) the procedures and conditions for creating and operating ETS projects; (2) the program activities or treatments; (3) intended and unintended effects produced by ETS; and (4) other causes of these effects. This model does not give the specific processes or treatments through which the program may produce the intended (or unintended) effects, since it was found early in the planning phase that it was impossible to do this for the ETS program as a whole. The various projects differ quite widely in their approach or program treatment. They employ different counseling techniques and they place varying degrees of emphasis on the nurturing of the individual's ego strength and the broadening of cultural and social experiences. In part, the diversity of treatments reflects the varied cultural and ethnic backgrounds of the students served by different projects. Also, in part, the diversity reflects the differing philosophies of various project directors and other ETS personnel regarding compensatory education.

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[5] Figure 1.1 is presented on four separate pages. The sequential nature of the processes and outcomes is represented from left to right on a given page.

The model presented is a very simple one when compared to the ETS program as it exists today. The ETS program is, in actuality, but one of several interrelated processes of educational intervention, which themselves are but subprocesses of larger processes of educational and/or social thrust. Additionally, there are distinct, related subprocesses within the ETS program with various feedback loops to adjust various subprocesses, as well as the main process, over time. Consequently, this model is not intended to depict precisely the intricate mechanisms of the ETS program. Rather, the intent is to provide a conceptual framework for various classes of relevant variables for analysis. As such, the model was the starting point from which several study designs were formulated. The process by which the designs evolved and the considerations conditioning the eventual choice of a study design are treated below.

B. Feedback and Involvement

The design and development of the ETS study involved an iterative planning approach whereby alternative designs were developed, costed, and presented to OPBE for consideration and feedback. Each presentation of an alternative design(s) was accompanied by a written and/or verbal discussion of the design's strengths and weaknesses. On the basis of OPBE feedback, new alternatives were developed and the iteration or planning cycle was repeated.

This iterative planning process was continued, within the time and fund constraints of the design contract, until a set of designs was formulated that appeared to best meet OPBE's evaluative needs, time constraints, and budget.

Underlying this design process was the involvement of persons having extensive experience at various levels of the ETS program, i.e., USOE national and regional office personnel, ETS project directors, and ETS project staff personnel, as well as other persons knowledgeable about educating the disadvantaged. Every attempt was made throughout this feedback/involvement process to solicit suggestions concerning the study design and to gain a better understanding of accomplishments, concerns, issues, and operations at the ETS project level.

The primary vehicle for securing this involvement was an Advisory Council that was established in August 1973. The Council was formed to aid the RTI research team by contributing its knowledge of ETS projects and personnel, and of educational programs for disadvantaged youths. Membership of this 18-member Advisory Council (see Appendix A for listing of names) included 2 ETS Project Directors, 2 UB Project Directors, 1 USOE Regional Senior Special Services Program Officer, 2 college students (one of whom was an ex-UB student, the other was experienced in working with UB/ETS students), 1 Instructional Coordinator with a TRIO program, 1 Executive Director of a community based organization which hosts an ETS program, 2 persons with extensive experience in education of minorities, and representatives from the USOE National Office.[6/] The full Advisory Council met three times during the design period. In addition, a subgroup of the Council met before the first meeting to consider the preliminary versions of the previously discussed model (see Section IV.A above) and to plan the first meeting of the Council.

At the first full meeting, which took place early in the planning study, the Advisory Council suggested some changes in the model, considered

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[6/] The Advisory Council was established to assist in the development of both the UB and ETS studies; hence, its membership consisted of personnel who were knowledgeable about UB and/or ETS.

the preliminary study designs, and discussed with the RTI research team certain practical constraints upon the implementation of any study.

After the first meeting, the RTI research team completed a series of alternative study designs. At the second meeting, near the end of the planning phase, the Council examined these refined designs, and gave their advice regarding their preferred designs. Subsequently, OPBE, in consultation with RTI and in consideration of the Council's recommendations, selected the present descriptive study.

In the final meeting during the planning phase, the Council met to review the questionnaires and other instruments that had been developed by RTI for the study.

In February 1974, the implementation of the chosen study began. During the conduct of the study, the Advisory Council was kept informed of its progress by periodic newsletters. The Talent Search "study group" of the Council met for a final time in June 1975 to review the present report and suggest modifications prior to its submission to USOE. (As a strategy for reviewing drafts of the ETS and UB final reports, the Council had been divided into two groups--one to review Volume III, the ETS study report, and one to review Volume IV, the UB study report.)

During the planning and implementation phases, RTI also obtained feedback from: an extensive review of related literature conducted by RTI; visits to a small sample of ETS projects; visits to two USOE regional offices; discussions with USOE Senior Program Officers at two national meetings of TRIO personnel; discussions with ETS project directors at meetings of three Regional TRIO Associations and two State TRIO Associations; discussions with Native American TRIO Project Directors at a national conference of this group; and an additional advisory group that was formed and convened by USOE to review the analysis plans during the implementation phase of the study (the membership of this committee is listed in Appendix A).

C. Lack of Program Regulations

While the general thrust and nature of the program is generally known by the projects and administered by the USOE regional offices (the Talent Search program was regionalized by the Commissioner of Education on January 1, 1972), the Regional Offices and the projects are unable to resolve difficult and ambiguous policy matters authoritatively because regulations have not been adopted for this program.

The Office of Education prepared proposed rules for Talent Search, Upward Bound, and Special Services during the summer of 1970. Only the Upward Bound rules, however, became final regulations. Those of Talent Search and Special Services, while appearing as proposed rules in April 1971, were never adopted in final.

The Educational Amendments of 1972 made a number of substantive changes in these programs. In addition, the 1972 Amendments imposed a requirement on OE to reexamine all rules, regulations, guidelines, and policy statements previously adopted, to have a legal review of all such policy statements and guidelines, and to publish such in the Federal Register. This meant that the Program Manual for the Talent Search program, as well as the proposed regulations, had to be rewritten. Both documents have been prepared and are currently in the review process.

Given the nonexistence of program regulations, the Advisory Council strongly advised against making comparisons of the actual ETS practices identified through the study and the practices suggested in the Program Manual. Therefore, the guidelines and "requirements" contained in the Manual were used only as a basis for the study design.

V. INSTRUMENTATION AND DATA BASES

As specified in Section I, this descriptive study required the collection of data from many sources and from a broad spectrum of persons connected with the program. Instrument development spanned the period from August 1973 through February 1974. At each stage in the iterative developmental process, from preliminary specifications to finished instruments, extensive input was obtained from diverse sources.

This section contains: (a) a description of the processes by which the various instruments were developed; (b) a summary of each instrument; and (c) a summary of the sources of data these instruments involved.

A. Instrument Development

Instrument development commenced in August 1973 and continued through February 1974. The successive stages of the process were: (1) specification of data elements required by the study objectives; (2) determination of individuals and other sources from which the specified data would be gathered; (3) drafting of specifications for each instrument; (5) instrument review and revision by the Advisory Council; (6) limited pretesting and subsequent revisions; and (7) submission of instruments to USOE/OMB for approval (with subsequent minor revisions).

Diverse groups and individuals provided input to the developmental process at each stage. Input was obtained from ETS clients, ETS staff members, ETS program managers at the regional and national levels, OPBE staff members, and specialists in various aspects of educational intervention and/or education of disadvantaged youth. Appendix A provides rosters of committee members and also lists consultants used in the development of instruments.

Once the study objectives, study design, and key variables of interest began to crystallize, instrumentation proceeded with efforts to determine the individuals or other sources most appropriate and readily available to provide the specified information. An important tool in this process was the conceptualization of the Talent Search process that was developed by RTI and thoroughly reviewed by the Advisory Council (as previously discussed in Section IV). This conceptualization suggested the nature of the data to be gathered, as well as the sources and time frame for data collection. A tentative list of instruments was compiled after incorporating the suggestions of those familiar with project operations.

The specification of content for each listed instrument followed easily and involved a progression from the general information required from each data source to a listing of specific bits of information to be collected through a given instrument. Revisions were made in specifications after considering suggestions made by persons familiar with the project and the feasibility of obtaining the specified information.

On completion of specifications, an item pool was formed by assembling instruments previously used in related studies. Effectively the same pool was used for ETS instruments as was used for UB instruments. Instruments used by the Educational Testing Service in their evaluation of the Special Services program, the instrument which was currently being developed by RTI for use in the National Longitudinal Follow-Up of the High School Class of 1972, and other similar instruments proved useful in the search for relevant items. Given the lack of previous studies of the ETS program or of similar programs, most of the area to be covered was previously unexplored; thus, many new items were written. The process of instrument drafting continued through late December.

The first formal review of these instruments occurred at the Advisory Council meeting in early January. Council member input resulted in some editorial changes and the addition of some new items. With two exceptions, these instruments were pretested at three Talent Search projects. (The exceptions were the two forms used in the survey of the postsecondary status of former ETS clients, which were reviewed internally at RTI.) The pretests resulted in some minor revisions to increase clarity of instructions.

B. Description of Instruments

Data were collected through questionnaire responses, interview responses, responses from postsecondary institutions based on their records of student enrollment, and project client records. Three of the instruments in this study were self-administered questionnaires and were mailed to respondents. A primary reason for selecting the questionnaire as the major form of gathering data from project staff was the prohibitive cost of interviewing staff at all Talent Search projects.

To collect information from project directors about current clients and clients enrolled in postsecondary institutions and to ascertain their enrollment at these institutions, forms for transcribing data of record were developed. Although the sometimes superficial nature of questionnaire and record data constitutes a drawback to these forms of measurement, it is felt that the interviews and observations made at the 20 visited sites added depth to the "dry" data collected in the questionnaire and record forms.

The specific instruments, designated respondents, and the general purpose of each are outlined below. Copies of all instruments for this study, with cover letters and instructions are included in the appendices. The appendix containing each instrument is shown in parenthesis after the instrument title. The response rate for each instrument is presented subsequently in the chapter in which the results specific to the instrument are presented (see Section VIII of this chapter for the organization of the remainder of the report).

1. Talent Search Project Director Questionnaire (Appendix G)

   This instrument was mailed to the directors of all 114 ETS projects funded for the 1973-74 program year. It was designed to gather information on the background and experience of the project director, the strategies and processes of his program, descriptive data on his program's clients, budgetary and administrative information, degree of cooperation with outside agencies and institutions, and his perceptions of the program's problems and accomplishments.

2. Talent Search Project Counselor Questionnaire (Appendix H)

   This instrument was also mailed to the directors of all 114 ETS projects funded for the 1973-74 program year. Each director was asked to distribute the questionnaire to the staff member most knowledgeable about problems and activities related to the project's counseling component. Such an individual could be a counselor, or the project director himself. The instrument gathered information on the background, experience, and training of the counseling staff, the allocation of their time among various activities, the content of the counseling program, and the degree of cooperation between the counseling programs of the project and of the local high schools.

3. Talent Search Advisory Council Chairperson Questionnaire (Appendix I)

This instrument was also mailed to all 114 project directors for distribution to the chairperson of the project's advisory board or council. The questionnaire gathered information describing the activities and contributions of the council and its relationship to the project.

4. Educational Talent Search Site Visit Protocol (Appendix F)

This protocol defines the procedures and general format of site visits to selected ETS projects. During a visit, RTI staff interviewed the project director, selected staff members, the chairperson of the project advisory board or council, and at least one representative of the institution hosting the project. In addition, observations of on-site activities were made. The interviews and observations furnished a more in-depth understanding of the day-to-day project operation than that obtainable from the questionnaires. Secondarily, the interviews served to validate certain key questionnaire responses at the subset of projects where site visits were conducted.

5. Talent Search Clients Who Began Studies at a Postsecondary Educational Institution Between July 1 and December 31, 1973 (Appendix L)

This form was mailed to a sample of 25 project directors, including the 20 directors whose projects were selected for site visitation. The form requested, for each project, a listing of all former clients who began studies at a postsecondary educational institution during the months of July through December 1973. Also requested was the name and address of the institution for each listed student. The information collected on this report form provided a base for sampling former ETS clients.

6. Educational Talent Search Client Record Form (Appendix J)

This form was completed during site visits by RTI field data collectors on a sample of approximately 100 current clients at each of the 20 projects selected for site visitation. The form included information on the client's background, educational status at the time of initial ETS contact, services provided him by ETS, and changes in his educational status during or after contact with ETS. As such, this form was designed primarily to provide a description of ETS clients.

7. Educational Talent Search Client Postsecondary Status Report (Appendix M)

This report was mailed to registrars of the postsecondary institutions in which a sample of ETS clients were reported to have enrolled (by project directors on the form described in (6) above). For each student listed on the form, the registrar was asked to indicate whether the student did, in fact, enroll; if he did enroll, whether he is still enrolled; his reasons for leaving if no longer enrolled; and the student's most recent grade point average. This form provided validation of the numbers of clients reported to have enrolled on OE Form 1231, and gave some indication as to the continuance rate of former ETS clients in postsecondary education.

C. Data Bases

It has been noted that the data collected by the instruments described above in Section V.B formed two major data bases: (1) data for the entire population of ETS projects currently funded, whose staff and institutional representatives were administered questionnaires; and (2) various data for a sample of projects and a sample of students. The conceputal data modules for the ETS study can be taxonomized into five categories, as specified below:

1) The All Project Data Module: data elements for the universe of currently funded ETS projects, consisting of responses to the Talent Search Project Director Questionnaire, the Talent Search Counselor Questionnaire, the Talent Search Advisory Council Chairperson Questionnaire and the OE Form 1231 data of record. The OE Form 1231 is an aggregate report of project

activities and clientele served. Project directors file this form with USOE on a semiannual basis. The first report, filed each January, is an interim report that covers project activities for the previous six months (1 July through 31 December). The second, filed each August, is a final report that covers project activities for the previous 12 months (1 July through 30 June). A copy of this form is presented in Appendix B.

2) The Current Client Data Module: data elements from the ETS Client Record Form (approximately 100 clients at each of the 20 site visit projects).

3) The Former Client Data Module: data elements from the Talent Search Clients Who Began Studies at a Postsecondary Educational Institution Between July 1 and December 31, 1973 (for all such former clients at the sample of 25 projects).

4) The Former Client Verification Data Module: data elements of (3) above plus the information provided on the ETS Client Postsecondary Status Report (for only a sample of approximately 80 former clients at each of the 25 sample projects).

5) The Site Visit Project Data Module: all data elements of (1) through (5) plus interview data and on-site observational data for the 20 site-visited projects.

VI. SAMPLE DESIGN

A. General

In addition to a census of the entire population of 114 ETS projects funded during fiscal year 1973, the ETS study involved: (1) a sample of 25 ETS projects from which a sample of certain former ETS clients was selected, and (2) a subsample of 20 of the 25 ETS projects from which a sample of certain current ETS clients was selected during site visits by RTI research teams. Although the initial plans had called for the site visitation sample to consist of all 25 ETS projects that were selected for the survey of certain former ETS clients, the advent of the energy crisis and associated increase in transportation costs forced the reduction of the number of sample projects that could be visited from 25 to 20 projects. Practical considerations dictated that the sample of 25 ETS projects and subsample of 20 projects be drawn from the population of 111 ETS projects which were located in coterminous United States. A sample of certain current ETS clients was selected from these 20 projects during site visits by RTI research teams.

A graphical description of the samples is presented in Figure 1.2. An overview is presented in separate subsections below of the sampling procedures used for the selection of (1) the samples of 25 and 20 projects; (2) the sample of current ETS clients from the files of the 20 ETS projects in the sample; and (3) the sample of former ETS clients from the 25 sample projects. Detailed sampling procedures and the estimation of sampling errors are discussed in Appendix D.

B. Project Samples

From the population of 111 ETS projects funded for fiscal year 1973 and located in coterminous United States, a random sample of 25 projects was selected. The data collected from these 25 sample projects pertained to the projects themselves and also to the clients they served. Aiming toward insuring proper representation from the various diverse segments of the population, all 111 projects were first categorized according to geographic region, ethnicity of clients, whether or not Indian clients were located on a reservation, whether or not non-Indian projects were in a city with a population over one-half million, and according to number of projects proposed to be served.

A probability sample of 25 projects was then selected under the following constraints: The largest project, which proposed to serve 9,000 clients, was to be selected with certainty; at least one project was to be selected from each of the 10 geographic regions; ethnic and locational groupings were to be represented in the sample in the same proportion as they were in the population; projects proposing to serve more than 2,000 clients were to be selected at twice the probability as projects proposing to serve from 501 to 2,000 clients, while the smallest projects, namely those proposing to serve 500 or fewer clients, were to

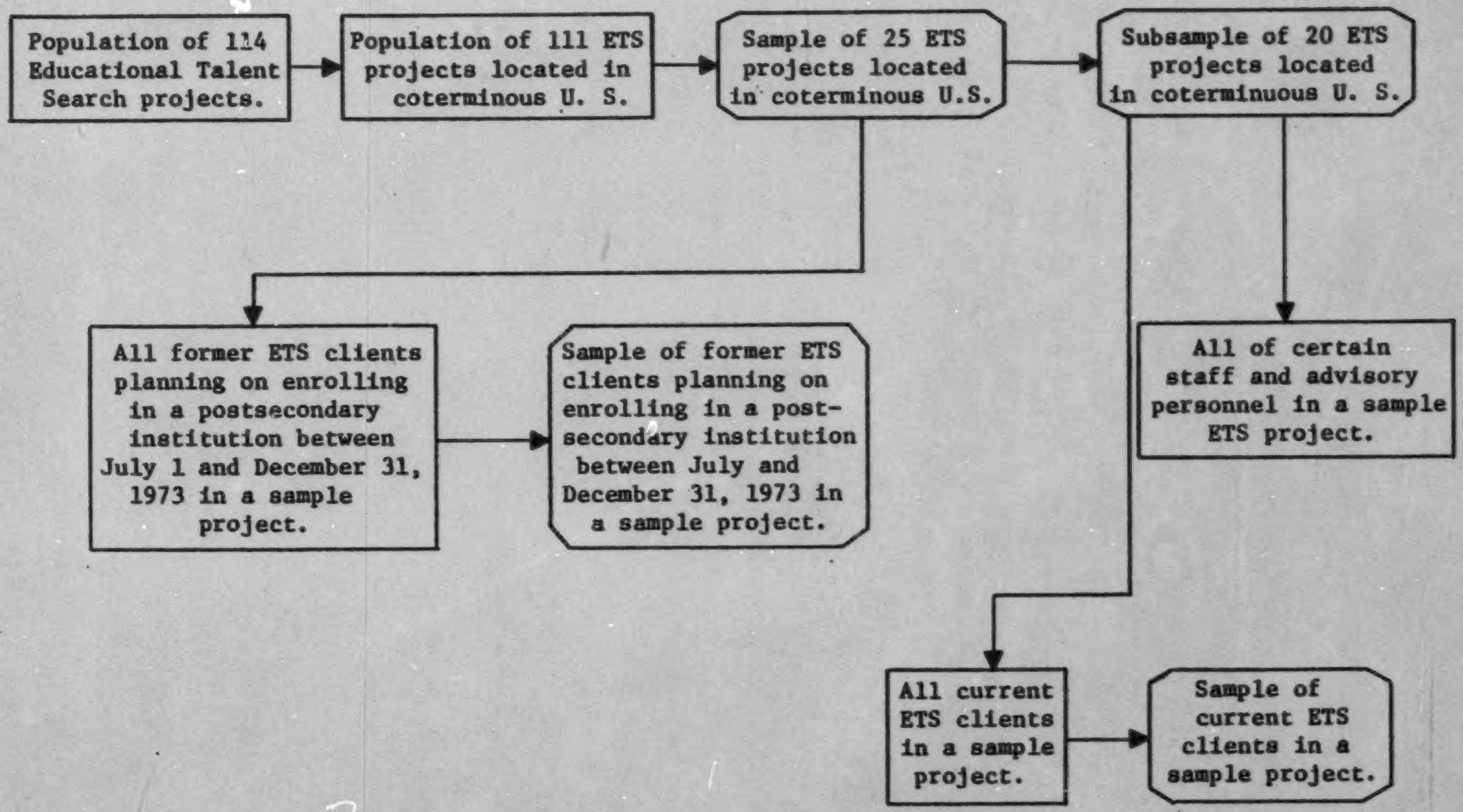
Population of 114 Educational Talent Search projects.
Population of 111 ETS projects located in coterminous U. S.
Sample of 25 ETS projects located in coterminous U.S.
Subsample of 20 ETS projects located in coterminuous U. S.
All former ETS clients planning on enrolling in a postsecondary institution between July 1 and December 31, 1973 in a sample project.
Sample of former ETS clients planning on enrolling in a post-secondary institution between July and December 31, 1973 in a sample project.
All of certain staff and advisory personnel in a sample ETS project.
All current ETS clients in a sample project.
Sample of current ETS clients in a sample project.

Figure 1.2. The Structure of the Educational Talent Search Project and Client Samples.

be selected at one-half the probability of those in the middle size category (501 to 2,000 clients). Having set the above constraints, a controlled selection procedure was used to select a probability sample of 25 ETS projects, and then was used again to sub-select 20 of the 25 projects.

C. Current ETS Client Sample

A sample from the population of current ETS clients was selected. A current ETS client was defined as any person who had had at least one official contact with the project during the period July 1, 1973 through March 31, 1974, and for whom the project had created a file. This definition differs from the USOE definition of a client as an individual who has received two or more personal contacts of a sustained counseling nature. Since the basic purpose of this descriptive study of ETS clients was to determine the nature of the clients actually being served, the study was not limited to assessing only the subpopulation of clients who stayed long enough to meet the more restrictive USOE definition of two sustained counseling contacts. However, since the descriptive data were to be collected from project files, it was necessary to restrict the definition of the population to be sampled to those clients for whom a file had been established.

The sample of current ETS clients was selected in two stages, first projects, then clients within projects. The first stage consisted of the 20 sample projects selected as described in Section VI.B above. Within each sample project, a random sample of about 100 current ETS clients was selected by the RTI site-visit-team members, using a systematic random selection procedure.

D. ETS Former Client Sample

A sample of about 80 past clients who were reported by project directors as having enrolled in a postsecondary institution for the first time during the period July 1 through December 31, 1973 was drawn from each of the 25 sample projects. (As discussed in Chapter 7, there was some inconsistency in the type of data that was actually provided by the 25 projects.) After selection, the names of the sample of former ETS clients were sorted by institution and each institution's registrar was then queried about the enrollment characteristics of each client who was identified as planning to enroll there. The listings of former ETS clients were actually obtained from 24 of the 25 sample ETS projects, since one new project had no such clients.

VII. DATA COLLECTION, RECEIPT CONTROL, AND DATA PROCESSING PROCEDURES

A. General

The ETS study involved: (1) a questionnaire survey of selected staff members at all 114 ETS projects funded in FY 1973-74; (2) the collection of information on all former ETS clients at a sample of 25 projects who were reported as having begun studies at a postsecondary institution between 1 July and 31 December 1973; (3) a mail follow-up study of the status in April 1974 of a sample of approximately 2,000 of those former ETS clients defined above (approximately 80 per project); (4) interviews and collection of current client data at a sample of 20 ETS projects; (5) the collection from USOE of data submitted by all projects on OE Form 1231 for the 1973-74 program year; (6) obtaining from each project a copy of the completed OE Form 1227 (see Appendix N), which provides a cumulative summary by quarter of the total funds approved and the total funds expended by the project; and (7) obtaining from a sample of projects a copy of the 1974 Fiscal Audit Report that was prepared for them by an independent agency. As can be noted, the major mode of data collection was a mail survey; however, interview and collection of data of record were also utilized.

An overview of the various data collection and processing procedures is presented in two subsections below: Section VII.B, Data Collection; and Section VII.C, Receipt Control and Data Processing. These procedures are discussed in greater detail in Appendix E. Also, instrument response rates and data limitations are presented in the specific chapters in which the results collected through the instrument are discussed.

B. Data Collection

Data collection for the study involved six basic strategies, each of which is described below.

1. A Mail Questionnaire Survey of All 114 Talent Search Projects

This survey of all 114 projects funded in program year 1973-74 involved three questionnaires: (a) a Talent Search Project Director Questionnaire; (b) a Talent Search Project Counselor Questionnaire; and (c) a Talent Search Project Advisory Council Chairperson Questionnaire. In late April, the three questionnaires were sent together in a packet directly to each of the 114 project directors. A cover letter requested that the project director complete the project director questionnaire and distribute the other two questionnaires for completion. With respect to the project counselor questionnaire, the project director was instructed to give the instrument to the person he deemed most knowledgeable about project counseling functions. (The project director could himself complete this questionnaire.) Each of these three questionnaires was accompanied by a cover letter which explained the purpose of the questionnaire and assured the confidentiality of all responses. Also included was a postage-paid, self-addressed envelope for convenience in returning the questionnaire to RTI. In each cover letter the respondent was urged to complete and return the questionnaire as soon as possible.

After the April mailing of the questionnaires, several follow-up procedures were used to obtain questionnaires not initially returned for various projects. In mid-May a reminder letter was sent to each project for which one or more questionnaires were missing. Also, during April, May, and June, RTI site-visit teams made personal requests for the return of missing questionnaires from the projects visited during these months. In mid-June, a second letter was mailed to all project directors whose projects still had outstanding staff questionnaires.

In August, another follow-up was initiated through the national and 10 regional offices of the USOE. Each regional office was mailed a letter which listed every questionnaire missing for each project in that region. RTI requested that the regional office staff call the nonresponding projects to request cooperation with the study. Later, in October, a similar letter was again sent to the USOE regional offices listing the remaining projects for which questionnaires were missing. In November, a final follow-up was made by telephone to the USOE regional offices, again requesting that they contact nonresponding projects.

2. A Mail Survey to a Sample of 25 Projects to Collect Information Regarding All Former Clients Who Enrolled in Postsecondary Education Between 1 July 1973 and 31 December 1973

In early February, a letter was mailed to project directors of all 25 sample projects. This letter presented an overview of the ETS study, advised the project director of the selection of his project as part of the 25 projects participating in the ETS postsecondary component, and requested that the project director provide RTI with a list of all his clients who had been included in the USOE Form 1231 Interim Report as having enrolled in postsecondary institutions between 1 July and 31 December 1973. Enclosed with the letter were copies of a form to be used in listing clients. This form included space for the clients's name, his age and sex, and the name and address of the institution in which he was to have enrolled. (See Appendix L for a copy of this form.)

3. A Mail Follow-Up Study of the Status of a Sample of Former ETS Students Enrolled in Postsecondary Institutions

This strategy involves the collection of data in (2) above. When the forms were returned to RTI, a sample of 100 clients was selected from each project. In those cases where 100 or fewer clients were listed, all clients were followed up and no sample was drawn. As a result, this study included an average of 80 students from each of the 25 sampled projects. Subsequent follow-ups were made by telephone at regular intervals to those projects not responding to the request for the list of postsecondary clients and institutions.

The list of sample clients was then sorted by institution and client names were listed on a form to be mailed to each institution's registrar. (See Appendix M for a copy of this form.) In mid-May 1974, these forms were mailed to college registrars. The registrars were asked to verify whether the client enrolled between 1 July and 31 December 1973. For each client who had enrolled, the registrars were also asked to provide certain other information about the client's current enrollment status. In late August, a second set of forms was mailed to the registrars of the institutions which had not responded yet to the initial request.

4. Site-Visit Interview and Client Data Collection at a Sample of ETS Projects

Before site-visit data collection procedures were initiated, preliminary contacts were made with the ETS project directors to familiarize them with the study. An initial letter was sent in February 1974 to the project directors of each of the 25 projects selected for the postsecondary study. This letter introduced and provided an overview of the study and solicited the project director's cooperation with the implementation of the study. In addition, this letter informed project directors that a subsample of 20 of the 25 selected projects would participate in the site-visit component of the ETS study and that their project had a high probability of being selected to participate in site visits.

Two, and in some cases three, RTI staff members were assigned to a team to visit each selected project. One member of each site-visitation-team was assigned as a team leader and given the responsibility for making all of the site visitation arrangements. In cases where the team was composed of two members, one functioned primarily as an interviewer and the other was primarily responsible for collecting ETS current client data. When the team included three members, two functioned primarily as interviewers and one was assigned primarily to data collection. In most cases, however, the "interviewers" participated in data collection and vice versa.

Each visit lasted two to three days, during which several activities took place; i.e., ETS current client data collection, questionnaire verification, interviews, and observation of ETS operations. An instrument, The ETS Site Visit Protocol, provided a general description of the procedures and format of the site visits. (See Appendix F for a copy of this instrument.)

Interviews were conducted with as many and as wide a variety of persons associated with the project as was feasible within the time span allotted. Persons interviewed included: project directors, project counselors, coordinators, tutors, recruiters, representatives of the host institutions or agencies, and advisory council chairpersons. A list of topics to be covered in the interviews with the individuals in the above-named categories was provided as part of the site visit protocol.

Although the majority of time spent at most projects was consumed in interview activities, team members also attempted to observe a range of project activities. The site-visit teams were also instructed to verify project staff questionnaire responses with the staff members who had completed the instruments. This planned activity, however, was limited because most questionnaires had not been completed and returned to RTI prior to the scheduled visit.

Another function of these visitations was the collection of student-related data from a sample of 100 of the project's client files. After the sample of client files was selected by the RTI site-visit team, the relevant information from the client's file was then transferred to the Educational Talent Search Client Record Form. (See Appendix J for a copy of this form.)

5. Data Collected by OE Form 1231

The USOE Form 1231 Final Statistical Report--1 July 1973 to 30 June 1974--was used to provide certain supplementary information on ETS projects; i.e., the number of clients who began studies at a postsecondary institution and the number of clients who received adequate aid. In addition, the OE Form 1231 was used to obtain certain key information for nonresponding projects that was collected from responding projects through the project director questionnaire; i.e., the ethnicity of the majority of project clients and the location of the majority of clients served.

6. Obtaining OE Form 1227 and 1974 Fiscal Audit Reports

In early October, a letter was mailed to project directors of all 114 ETS projects requesting a copy of the OE Form 1227 filed by their projects for the 1973-74 program year. This report provides detailed fiscal information about the project, for the year. In addition, the director of each of the 20 projects which participated in the site-visit component of the study was requested to send to RTI a copy of the latest audit report on the project's fiscal status, provided such an audit had been conducted in 1974. (A verbal request for this document was made at the time of the site visit.) A postage-paid envelope was provided with each letter.

In late November, a follow-up effort was made through the 10 USOE regional offices to collect outstanding forms and reports. It was not possible, however, to collect a copy of OE Form 1227 for all 114 projects because they were not available or were still in preparation at some of the projects in late November.

C. Receipt Control and Data Processing

The data collected from the data collection activities discussed in the previous subsection were received and edited at RTI. Receipt control procedures were established whereby the questionnaires and forms were logged in, checked for accuracy of the special control identification numbers assigned to the documents by RTI, and scan-edited to identify immediately those forms which may require follow-up. The data were then keypunched, placed on magnetic tape files, merged when necessary, and machine edited by computer prior to preparation of a final tape for analysis. When applicable, sample weights were computed and merged into the data tape.

To safeguard the rights of the clients and other respondents involved in the study, these data processing activities included measures to ensure the confidentiality of information obtained on individual clients, project staff, and postsecondary institutions during the course of the study. Data collected on individuals (clients or staff members) were identified by a special code number on receipt of data. Hard copy were maintained in locked storage, were accessible only to professional staff (and supporting staff working under their direct supervision), and were destroyed by shredding at the termination of the contract. Data were encoded onto tape in a form identifiable only through individual project codes established by RTI; code lists, maintained in locked storage by RTI during the study, were destroyed and were not delivered to USOE with the data tapes. Extreme care was taken in the inventory and handling of hard copy data; no individual person, project, or postsecondary institution was identified in the formal report or in routine exchanges between the contractor and USOE or in any other source.

Brief descriptions of the processing procedures for the data collected by the specific instruments used in the study follow.

1. Project Director, Counselor, and Advisory Council Chairperson Questionnaires

The processing of these questionnaires involved four stages: (a) validation of questionnaire items, (b) manual coding and editing, (c) creation of a data file on magnetic tape, and (d) computer editing.

The first stage, the validation of questionnaire responses with the respondents at the sample of 20 projects which were site-visited by RTI personnel, was limited by the fact that many of the staff members at visited projects had failed to complete their questionnaires prior to the scheduled visits.

The second stage involved manual edits to ensure the completeness of the data, and the transfer of data onto intermediate coding forms. This stage also included the development of a manual which contained coding instructions for each item and which discussed procedures for treating such problems as skip patterns, inappropriate responses, etc. In order to create coding categories for each of the open-ended items, a 30 percent sample of responses was reviewed and general categories were formed for each item.

At the third stage, coded responses were keypunched from the intermediate coding forms and all keypunched cards were key verified. A data file on magnetic tape was then created from the keypunched cards.

At the fourth stage, several types of computer edits were conducted on the file to ensure the accuracy, completeness, and consistency of the file. These checks included an edit of control numbers necessary for the correct identification of records, a check for values out of range, and a check for inconsistent responses.

The resolution of errors and inconsistencies identified by the edits took several forms. All control number errors and out-of-range responses were corrected on the file after a return to hard copy to obtain the correct code. Incorrect skip patterns were also resolved by a return to hard copy. In cases where listed numbers did not add up to the listed total (such as a listing of the number of staff members in various categories and the total number of staff members), the listed numbers (but not the total) were flagged as inconsistent. Those percentages which did not add to 100 percent (there were a few in the 90 to 110 percent range) were forced to total 100 percent.

2. Former ETS Client Postsecondary Status Reports

Before information from any of these forms was coded, each postsecondary institution to which a form was sent was assigned a code according to its type (e.g., two-year public, four-year public, etc.). Data were coded for each client in the sample and transferred to intermediate coding forms, regardless of whether or not a response from the postsecondary institution was received for that client. All data were scanned for obvious mistakes or inconsistencies, and when errors were discovered, they were resolved through a return to the hard copy.

The coded data were keypunched and a magnetic tape data file was created from the keypunched cards. After the file was created, computer edit checks were conducted on the file to ensure the accuracy, completeness, and consistency of the file. These checks included an edit of control numbers necessary for the correct identification of records, a check for values out of range, and a check for consistency of information within each form received from the registrars of the various postsecondary institutions in the sample. Errors identified through these checks were resolved by a return to the source document. If an inconsistent response could not be corrected from the source document, it was accepted as given.

3. ETS Client Record Forms

Since descriptive information from the files on each client was transferred directly to the client record form by the RTI visitation team (this form had been designed to facilitate keypunching direct from the data), no intermediate coding forms were necessary. Manual edits were performed, however, on each client form. These edits included: checking to ensure that the correct control numbers were entered in each form; entering the sample weight for each client; and editing client forms for eligibility on certain information items.

A data file on magnetic tape was created from the keypunched cards. Once the file was created, computer edit checks were conducted on the file to ensure the accuracy, completeness, and consistency of the file; i.e., edits of control numbers necessary for the correct identification of records, checks for values out of range, and checks for inconsistency of responses within a given client form were conducted. Errors identified as a result of the above were resolved by a return to the source document. In cases where inconsistencies could not be resolved by referring to the source document, the response was accepted as given.

4. OE Form 1227, OE Form 1231, and 1974 Audit Reports

The required data from these reports were transferred manually to data summary forms, coded, keypunched on computer cards, and placed on magnetic tape files. These data files were then listed and compared to the data summary forms to correct any errors committed during transmittal from the summary forms to cards to the magnetic tape file.

VIII. ORGANIZATION OF THE REMAINDER OF THE REPORT

To keep this report at a reasonable size, it was not possible to include the results of all the analyses that were conducted. Those that are presented were selected for inclusion primarily because of their relevance and interest for USOE policymakers. As a secondary consideration, they serve to describe the nature and scope of the data base that is available for further in-depth study, should additional detailed information be desired (e.g., should USOE wish to design a comprehensive evaluation of Talent Search). With the few exceptions noted in Appendix E and in subsequent chapters, the data have been coded, documented, and placed on magnetic tape files in a format amenable to further analyses.

The results are presented in subsequent chapters of this report as follows.

Chapter 2 presents the results of the site visits made by RTI personnel to a sample of 20 projects. It describes Talent Search in real-world terms, thus aiding readers in studying subsequent chapters.

Chapter 3 summarizes the responses to most of the items contained in the Talent Search Project Director Questionnaire. Excluded were those items that requested information about relations between the projects and their advisory boards. Descriptive information on Talent Search clientele, staff, services, and operations are contained in this chapter.

Chapter 4 reports the responses to the Talent Search Counselor Questionnaire, thus providing a nationwide description of the background, training, and experience of the ETS counseling staff, and of the allocation of the staff's time among various activities, the nature of the counseling program, and the degree of cooperation that exists between the ETS counseling staff and the educational institutions with which they work and interact.

Chapter 5 summarizes the responses to the Talent Search Advisory Council Chairperson Questionnaire and those items in the project director questionnaire which solicited information about project/advisory board relations. This chapter provides descriptive information about the manner in which the advisory boards of various projects are organized and the degree of influence they exert on project activities. Also included are the perceptions of board chairpersons concerning the major achievements of their projects, along with some suggestions for improving the board effectiveness.

Chapter 6 contains a description of the nationwide ETS client population, with particular emphasis on their characteristics at entry into the program. These descriptive results are based on the data collected from the files of the 20 site-visited projects.

Chapter 7 reports the results of the survey of the status in the spring of 1974 of a sample of former ETS clients who were reported by project directors as having begun studies at a postsecondary institution between 1 July 1973 and 31 December 1973. This chapter provides insights into differences in the percents of clients actually enrolling, and the percent still enrolled in the spring, across institutional types.

Chapter 8 presents a cost analysis focused upon the levels and variability of costs among projects and for the Talent Search program as a whole. Also included in this chapter is an analysis of the relationships between costs and project staffing patterns.

Chapter 9 provides a summary of the major findings and the conclusions of the study.

Bound as a separate document are the following appendices containing additional supporting documents and information:

Appendix A, List of Advisory Council Members, Analysis Advisory Committee Members, and Other Consultants.

Appendix B, OE Form 1231.

Appendix C, DHEW Regional Boundaries and Headquarters.

Appendix D, Sampling Methodology and Sampling Error Computation.

Appendix E, Data Collection and Processing Procedures.

Appendix F, Talent Search Site Visit Protocol.

Appendix G, Talent Search Project Director Questionnaire.

Appendix H, Talent Search Counselor Questionnaire.

Appendix I, Talent Search Advisory Council Chairperson Questionnaire.

Appendix J, Educational Talent Search Client Record Form.

Appendix K, Participant Eligibility and Program Legislation for TRIO Programs.

Appendix L, Form Sent to Project Directors for Listing Clients Who Began Studies at a Postsecondary Institution Between July 1 and December 31, 1973.

Appendix M, Form Sent to Registrars of Postsecondary Institutions to Verify Enrollment Status of Former ETS Clients.

Appendix N, OE Form 1227.

Chapter 2

Educational Talent Search Site Visits

I. INTRODUCTION

An important step in describing ETS operations, problems and accomplishments on a national scale was the implementation of site visits to a sample of 20 ETS projects. These two-day visits, which involved extensive interviewing, study of client files, perusal of project materials, and occasional observations, were conducted in the spring and early summer of 1974 in all ten HEW regions. The importance of this aspect of the ETS inquiry is underscored by the fact that previously there had been little systematic study or description of the Talent Search program; generalized findings from visits to a sample of projects were expected to aid in accomplishing the program description and analysis which is the major purpose of the present investigation.

The great share of this report is devoted to the presentation and analyses of data gathered from questionnaires, official records, and project files. While an emerging sense of ETS operations and accomplishments may be gained from these analyses, it would be useful at the outset to provide an overview of what Talent Search "is or appears to be" in actual practice. For that reason, this chapter has been placed early in the report.

Thus one purpose of this chaper is to describe Talent Search in real-world terms as an aid to the reader in studying subsequent chapters, and to provide a context in which a variety of findings may be examined. In addition, this chapter will present a body of general and specific information which will be important to an appreciation of the conclusions presented in Chapter 9 as a result of the whole study.

A. Purposes of the Site Visits

There were two major purposes for the site visits, the first relating to description of the ETS program, and the second concerning the content of client records.

The first major purpose was to observe, discuss, and record the ongoing operations of ETS in its own environment, in order to add a realistic dimension to the Talent Search program in the report of the overall study. It was the intention, insofar as possible within the relatively short visits, to (1) get a sense of the variety of services offered to clients, (2) note the similarities and differences in program operations across projects, and (3) discover clues to the problems and accomplishments of the ETS endeavor.

Subsumed under this broad objective were several more specific purposes:

1) To obtain the personal views and recommendations of a variety of participants (project staff, advisory board members, institutional or agency representatives, clients, and others) concerning Talent Search operations, purposes, accomplishments, and needs.
2) To clarify and expand on questionnaire data, where schedule permitted, through direct contact with respondents. This would provide an opportunity to define more clearly what was checked or reported in the questionnaires about the ongoing program.
3) To study the project files and the sorts of information routinely collected and maintained, in order to (a) ascertain their nature and extent, their contents, and their utilization, and (b) check the previous client-status of those reported to have enrolled in postsecondary institutions in the period July 1 to December 31, 1973.

The second major purpose was to derive information concerning ETS client characteristics and the variety of services provided to them. This was done by sampling client files at each of the visit sites. Given the lack of information about clients and programs in general, it was judged important to gather sufficient information to describe ETS clients in terms of their educational, social, financial, and aspirational characteristics, along with more personal features such as age and ethnicity. An associated purpose was to gather information concerning the ETS program as it related to those same individuals, based upon information contained in the files or in less formal records maintained by project personnel. The site visit was seen as the best vehicle for obtaining client and program data of these sorts.

Although data were gathered with respect to the purposes outlined above, all findings are not reported in this chapter. Certain data concerning project finances are included in Chapter 8, and the substudy of client files is the subject of Chapter 6. Chapter 7 reports on the substudy concerned with postsecondary placements. This chapter will, however, report on the content and organization of the project files in general as they relate to program operations. In other chapters, observations are made which draw from the site visit experience as an aid in presenting or interpreting various findings from the several questionnaires.

B. Limitations

While 20 projects were visited for approximately two days each, hard data were not gathered on program operations, except in connection with the sample of client files. Nor was it possible to conduct each site visit in precisely the same way, partly because circumstances varied and partly because the visit procedure was of necessity subjective to a considerable degree. For example, in some cases key personnel were not available for interview or were present for a short time only, resulting in a potential imbalance in the views and recommendations expressed. Moreover, project records were kept in very different ways and with disparate amounts of information; the populations served and the techniques for recruiting them were variable; and modes of communication and project operation were similarly variable--in addition to the fact that project directors had different program aspects they wished to emphasize in the interviews. As a result, the site visits must be viewed as an impressionistic and sometimes inferential look at Talent Search in action.

Moreover, in most cases it was necessary to employ approximately half the visitor time in locating, clarifying, sampling, and abstracting client records, leaving the remainder for observation and interviewing.

II. PROCEDURE

A. Development of Site Visit Protocol

The site visit protocol consisted of several related materials for guiding and reporting the visit's interviews and observations. These included: (1) overall guidelines which described the two major purposes, referred to the several subpurposes, and emphasized the importance of interviews over observations in the visit; (2) a report form for noting categories of persons interviewed, time spent, observations made, and materials studied; (3) operational plans for the visit, outlining each interviewer's rough time allotments, persons to be interviewed, and overall schedule; and (4) a list of major topical areas with related specific questions to be treated in the interviews and observations. There was no specific format for recording the content of interviews and observations; it was planned that these findings would be contained in a detailed narrative report covering each of the major protocol topics. (The record form used for encoding client data from project files was not a part of the protocol proper; its development is discussed in Chapter 6.)

The list of major topics and specific questions was the heart of the visit protocol. Content and emphases within these areas were drawn from existing project descriptions, the Program Manual prepared for the Talent Search projects by the Division of Student Support and Special Programs (DSSSP), conversations with Talent Search personnel, and the advice of RTI's Upward Bound/Talent Search Advisory Council. The resulting eight principal topics were as follows:

1) Adherence to DSSSP guidelines regarding overall program.
2) Communications with regional TRIO program officers, institutions, high school, Advisory Board, community.
3) Program accomplishments and problems.
4) Recruitment strategies.
5) Services to students.
6) Overall program and management.
7) Follow-up procedures.
8) Areas of concern and reaction, and recommendations.

Several RTI staff members were involved in the development and refinement of the protocol and the statement of individual questions to be covered. An effort was made to judge the number and specificity of such questions in terms of the time available for interviews and number of interviewees in various categories who would likely be in a position to respond.

A copy of the site visit protocol is included in Appendix F.

B. Selection of Sites

From the population of 111 Educational Talent Search projects funded for fiscal year 1973 and located in coterminous United States, a random sample of 20 projects was selected. In selecting the 20 sample projects, a probability sampling technique known as controlled selection was used.[1/] The procedure assured the representation of each of the ten HEW regions, and a proportional representation of the various ethnic groups being served by the projects. Large projects were given a greater probability of selection than smaller projects. Sampling procedures are discussed in greater detail in Appendix D.

C. Preparation of Site Visitors

RTI staff members met formally and informally during the winter and spring to discuss specific strategies, to study the protocols, to further define subquestions within the eight major areas, and to anticipate the approaches needed for sampling and abstracting the client files. In all, eight regular staff members, one part-time person, and one consultant in the immediate area considered these matters prior to initiating the visits. All ten then participated in the site visits.

At a later time, two additional consultants were included in several site visit teams. They were advised by telephone and mail of specific purposes and procedures, and an RTI staff member had personal contact with the consultant prior to the actual visit. These two consultants were also members of the RTI Upward Bound/Talent Search Advisory Council.

An effort was made to include a range of ethnicities among the visit team members, and to match at least one visitor with the major ethnic group served at given projects. The overall visit team of 12 persons (including

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[1/] Goodman, R. and Kish, L. "Controlled Selection--A Technique in Probability Sampling." JASA, 1950, 45, 350-372.

the three consultants) represented the following ethnic groups: Chicano, American Indian, Chinese, black, and white.

The pilot visits referred to in section E below also served as preparation and training for site visitors. After these initial visits, the RTI visit team met to discuss procedures, findings, unanticipated difficulties, etc., and worked up additional strategies and questions.

D. Arrangements for Visits

After selection of the projects to be visited, explanatory letters were mailed to project directors advising them of the upcoming visit and its purposes. Regional TRIO program officers were informed of those projects selected for site visits, and their assistance was solicited in emphasizing the importance of the visits to the development of a description of Talent Search.

Direct telephone contact was then made with project directors by RTI team leaders several weeks prior to the proposed visit, in order to clarify purposes, set up schedules for interviews, and discuss other related matters. In addition, preliminary information was obtained on the format and content of client files so that a proper sampling plan could be accomplished before the visit itself. Where project directors needed them, additional copies of descriptive materials were mailed to further clarify the purposes of the whole Talent Search study as well as of the site visits.

E. Pilot Visits

In March 1974, three pilot visits were conducted at Talent Search sites in three eastern states. These visits involved a total of five different RTI staff members who both field-tested the intended procedures and reported to the total team. In particular, feedback was obtained concerning the appropriateness and feasibility of some of the topics and questions; the manner in which files were kept and their content as related to the data to be recorded on the client record form; and time needed for conducting interviews and gathering data from the files. The three sites chosen had these characteristics among them: urban and rural locations; essentially black, white, or Puerto Rican constituencies; and sponsored by a university or by an independent agency.

These three visits also constituted the full site visits to those locations, inasmuch as they were among the sample selected. Site visit reports were prepared, client file data were encoded, materials were studied, and interviews were conducted all as intended in the protocol.

F. Schedule

Visits were conducted during the months of March, April, May, and June 1974. Selection of dates was typically made by project directors, in conjunction with schedules proposed by the RTI team leader. The attempt was made always to plan two visits in one trip in the interests of efficiency and economy. Site visits typically required two days each, although in one instance a single long day was sufficient and in others more than two days were necessary in order to complete the abstracting of client files. The visit team consisted of two or three persons.

Table 2.1 provides an overview of the site visit schedule, documenting the number of locations visited, dates, involvement of RTI staff members and consultants, and indicating the range of interviews and observations. Referral agency personnel and ETS clients were the categories least often interviewed, and in some cases agency or institutional representatives were not available for personal contact. In addition, it may be noted that there were scattered observations of project activities or related meetings; project directors had not been asked to arrange activities and those which occurred were essentially incidental.

As used in Table 2.1 and throughout the report, "institutional or agency representative" refers to a representative of the sponsoring group, whether dean or other member of a college staff, director of a consortium of institutions, or director of an independent community agency. "Referral agency personnel" were staff members of organizations referring clients to ETS, such as high school counselors, representatives of unemployment offices, and personnel in community agencies.

Sites listed in Table 2.1 are presented in random order. The list is not organized by HEW region, project size, or other variable.

Table 2.1

OVERVIEW OF SITE VISIT SCHEDULE AND CONTACTS

SITE #	DATES	VISITORS		NUMBER OF INTERVIEW CONTACTS									OBSERVATIONS			
		RTI STAFF	CONSULTANTS	Project Director	Assoc. or Asst. Project Director, Coordinator	Counselor	Institutional or Agency Representative	Advisory Board Chairman or Member	Referral Agency Personnel	Counselor Aide, Recruiter	Client	Other	Staff Meeting	Staff Contact with Client	Community Group	Other
1	March 26-27	2	1	1		2	2	1	2							
2	May 16-17	2	1	1				1				1				
3	April 12-13	1	1	1	2	2		1		2	2		1	2		
4	May 13-14	1	1	1		3	1	1		2				3		
5	April 11-12	2		1			2	1	2	4				2		
6	March 22	2		1		1	1	1								
7	May 21-22	2		1	1	1	2	1								
8	June 24-25	1	1	1		4	1	1								
9	May 22-23	1	1	1		2	1	1								
10	June 24-25	2		1		3	2	1	1		3	1		1		1
11	May 6-7	2	1	1		1	1	1	1			1				
12	June 5-7		2	1		2	2	2								
13	June 27-28	2		1			3	3						1		2
14	May 15-16	2		1		3	1	1	1	1						
15	May 8-9	2		1		2				2						
16	May 16-18	1	1	1		1		1				1			1	1
17	May 14-15	2		1		4		1								
18	June 6-7	2		1		2	1	1								
19	May 2-3		2	1		1						2				
20	March 27-28	2		1		3	1	1			3	3		2		1

G. Organization of Remainder of Chapter

A major finding of the site visit endeavor was that there is no single Talent Search program, no clearly-defined model being followed in the same way everywhere with but minor variations. Moreover, in certain important dimensions of program operations, purposes, communications, and management, there were wide variations in practice. In order to deal with these variations and also provide useful descriptions of the Educational Talent Search program, the findings will be presented in several ways.

First, a composite will be presented in Section III, describing the features and dynamics of ETS program operations. This will include reference to the major areas of inquiry in the site visits, drawing from what appear to be the common functions, problems, and accomplishments across the 20 projects. The composite, however, will not attempt to represent a "typical" project, since there does not seem to be one. But there are standard components of program operation in which every project engages to one degree or another. Thus, the composite will reflect some of the variable practices observed or discussed during the visits with respect to particular aspects of program operation.

Second, major variations in the components of program operation will be described in Section IV, in order to document the wide range of practices observed or discussed. Attention will be focused on matters which have a potential bearing on the effectiveness of ETS functions and services. This will include variable interpretations of the DSSSP Program Manual, for example, diverse methods of identifying prospective clients, differential emphases on follow-up procedures, and varied modes of record-keeping.

Third, interviewees' observations will be presented in Section V, summarizing their views on project strengths, weaknesses, and accomplishments, and also their recommendations for the national program as well as individual projects.

Fourth, a few unique aspects of program operation will be described in Section VI, without providing information that could identify particular projects.

Sections VII and VIII are devoted to a commentary and a summary related to the 20 site visits.

III. FINDINGS: A COMPOSITE VIEW OF EDUCATIONAL TALENT SEARCH

PROJECT BELT

What follows is a description of an imaginary ETS project. It was "visited" in the early spring of 1974 by a team of interviewers who were able to talk with everyone conceivably related to the project. Historical materials were studied, the files were examined in detail, and a number of observations were made.

Although the project is an imaginary one, the report on it is realistic, and it reflects both the diversity and complexity of the ETS operation as observed. While it is not typical for one project to try to accomplish as much as is depicted here--nor to have such a range of challenges or practices--the composite reflects this diversity in an attempt to portray the nature of problems, operations, and accomplishments within a real-world context. Reference is made to earlier practices in this hypothetical project and to certain differences from other projects, in order to emphasize important variables in overall ETS purpose and project management.

Project BELT (Better Educational and Learning Transition) has been an ETS project since 1969, and is sponsored by an independent community agency called Human Resources Improvement, Inc. HRI operates its four social programs (BELT, daycare, job training, and an adult basic education center) with a combination of federal, state, and private funds, although Project BELT is supported almost entirely by a federal grant dispensed by the OE Region XII office in Montalban City.

The project and its sponsorship have a somewhat complicated history. Human Resources Improvement was at one time a service agency of a consortium of educational and business interests. However, two years ago it became an autonomous organization when the consortium expressed concern over its "liberal" leanings. HRI has thus sponsored the ETS activity for three years. Prior to that, the project was operated by Aspiration College, a small private institution located in the same medium-sized city as the project itself. At that time, the ETS project went by another name, however.

So far as can be determined, Aspiration leaders felt that they could not admit enough Talent Search clients to justify their sponsorship of the project, and that another organization might be more suitable. One of the problems was disagreement between the college's admissions office and financial aid office on conditions for special admission in connection with amount of financial aid. Thus, HRI picked up ETS as one of its community projects, a new venture requiring a commitment to the purposes of postsecondary education for minorities.

Suffice it to say that HRI appears to have met that challenge very well. Ironically, Aspiration College officials have now ironed out their differences and a more liberal admission policy was promulgated last year. More BELT clients are now admitted; in fact, they are encouraged to apply. The college's enrollment has been declining in the past few years.

Relationships among these various organizations remain cordial. Indeed, one office of the project is still housed at Aspiration College which provides space and equipment at no cost, and there are no plans to move it to the HRI Center. These informal but vital ties are further reflected in the makeup of the PAB (Project Advisory Board): this policy group is composed of one administrator from the College, two members of the original consortium, the Executive Director plus two members at large from HRI, and four persons from the target community. Just recently it was proposed to add a former ETS client who is a college student with Aspiration and who serves as a BELT counselor aide at one of the high schools. This addition would put the Board's composition more in line with the suggestions of the USOE Guidelines.

In effect, the PAB and the HRI governing board are one and the same, so far as Project BELT is concerned. The agency's own executive board is composed of much the same group of persons, and in that capacity is the board to which the BELT project director is responsible. On the other hand, it seldom operates in the official role of a policy group, and thus is more an advisory committee to the BELT staff. It has been confirmed that since the project staff is now so "strong" (in the professional sense), the PAB can contribute best by publicizing the project, passing on the budget, and serving as a backup group in time of crisis. As constituted, the PAB does not directly aid in recruitment of BELT clients, communicate the needs of the area's minority groups (American Indians, blacks, and Chicanos), or assist meaningfully in developing working relationships with high schools and postsecondary institutions.

BELT's offices are ample for project direction, counselors' files, and hosting the semi-annual meetings of the PAB. There is not enough room, however, for the aides to function in. The space is on the third floor of the Ilgenfritz Building near the Aspiration campus; the campus in turn is located just inside the northeast limits of this city of 382,000. This location, plus the modus operandi of the project, result in the fact that 95 percent of the personal contacts with high school clients occur elsewhere. Most staff work out of this central office, but there is also a satellite operation, with one counselor-coordinator serving a rural area from her headquarters 60 miles away.

With respect to the staff, it is now fairly large and apparently also stable. Mr. Xenophon, the current project director, came on board seven months ago yesterday, replacing a Mr. Smith who had been there for three years (first as a counselor and then as acting project director when the then director resigned to take a more permanent job). Mr. Xenophon has instituted a variety of program changes with the approval of the PAB, but not with complete approval of the staff. Two counselors appear to feel that he is too distant from the clients and more interested in administration than people. Two other counselors disagree with that assessment.

Nonetheless, this staff works together very well (comprising the project director, three counselors, one coordinator, a part-time secretary, and four part-time recruiter aides). And they perform pretty much the same ETS basic functions, the director serving as a counselor, for example, and the aides involved in more than just recruiting. One counselor is planning to leave at the end of the year, however; and the director feels it will be difficult to find a replacement, given that the project is already in the second year of its three-year funding period. The aides of course, turn over at the rate of 100 percent a year.

A. The Talent Search Mission: What is BELT Trying to Accomplish?

BELT acknowledges its responsibility to assist disadvantaged persons. Such persons are defined as those of low income, with cultural or geographic isolation, who have exceptional potential for postsecondary education--but who are inadequately served by school counselors or who are unaware of various options for further education. Under the guidelines, this can include secondary school students, potential or actual secondary dropouts, postsecondary dropouts, or somewhat older persons who wish to undertake postsecondary education. BELT also acknowledges its responsibility to provide the classical ETS services to its clients. These service functions are:

1) To disseminate information about financial aid and postsecondary opportunities.
2) To assist clients in obtaining, completing, and submitting applications for postsecondary entrance and for financial aid packages.
3) To encourage clients to apply to, remain in, or return to school (secondary or postsecondary).
4) To assist in the placement of clients in postsecondary situations (education or training), and in the provision of financial aid.
5) To provide personal counseling and access to other forms of assistance (such as medical, legal, tutorial, vocational, job placement).
6) To follow clients into next steps and provide similar services as needed in secondary or postsecondary placements.

In the past, Project BELT emphasized placement and enrollment of clients in four-year colleges as its primary aim. Now, however, with a larger and more diverse clientele, roughly equal value is given to placement in junior colleges, technical centers, and special training programs (such as mechanics and licensed practical nurses). In addition, BELT has begun to stress identification of potential high school dropouts and provision of services to the "adults" who are referred by agencies such as State Employment Service, Neighborhood Youth Corps, the local reformatory, and the like. However, the result of this increased effort in the past year has been to effectively limit the project's thrust. That is, the project's current focus is on getting clients to apply (for aid and for admission) and working with them until all aspects of the application process are completed. Depending upon individual counselors, this purpose may be extended to an assurance that the client has been accepted in at least one location and that he has obtained some degree of financial aid. Thus, follow-up, to determine actual enrollment, is not part of the mission. As one counselor opined, perhaps 60 percent of those placed later matriculate, and there is no estimate as to the attrition rate of that group.

The staff pretty well agree that given the client load, they should emphasize clients' completion of applications to a wide range of postsecondary opportunities, and to an extent also try to ascertain the number of acceptances. They have been in touch with other ETS projects in Region XII, and are aware of different program emphases. The project in the Esperanto region, for example, clearly emphasizes dropout prevention and completion of high school, while the one over in Blacksburg sees as its primary purpose leading clients to the best possible financial aid packages.

B. The BELT Staff

It would not take a visitor long to sense that the staff is dedicated to the BELT mission--and also that they depend more on dedication than training or experience in doing the job. As new counselors and aides are hired, their training consists of a sink-or-swim approach to moving into the role (with opportunity to ask questions and to blunder), but there is no systematic attempt to provide a project overview or a job description. Thus, it is not surprising that the counselors operate independently with their separate responsibilities. This is true for all counselors, but especially for the rural coordinator who reports in to an informal staff gathering once every week or two but otherwise is in the field. In a sense, each counselor has his own turf--partly because of the setup just described and partly because each one attempts to work with an essentially separate ethnic minority clientele in the project's seven-county area. The field coordinator works with rural clients.

The staff appears to be quite cohesive in purpose but they function independently much of the time. Counselors keep their own records of contacts and service, partly develop their own contact form for basic intake information, and create their special modes of recruiting and contacting clients. The counselors have responsibility for work with high school students (in-school students and dropouts) and occasionally see walk-in clients. The four aides work entirely in the high schools and report, in effect, to the counselors. The project director divides his time between two major functions: (1) he confers with most walk-in clients and with referrals from local sources; (2) he makes most contacts with postsecondary institutions and with sources of financial aid. From the previous project director, Mr. Xenophon inherited a large number of continuing contacts with area colleges and training facilities, but he added the new emphasis on personal contact with financial aid sources himself. Xenophon is proud of the good relationships which exist at this time.

Staff meetings occur almost never or almost always, depending upon one's point of view. The weekly gatherings (when the satellite counselor comes to town) are informal and virtually never have an agenda--and are inevitably interrupted by phone calls, walk-ins, or break-downs of the coffee machine. On the other hand, even though counselors and aides work in the schools a good deal, there are many daily opportunities for staff interaction at the central office. At these times "cases" are discussed, and informal policy decisions are made that affect daily ETS operations. For example, last week a counselor reported in vivid detail having a hard time at her introductory session for a group of juniors at one of the schools. (The kids were apparently exited because it was Valentine's Day.) She wondered whether individual contacts would be better, would attract only the most serious students. Those present agreed, and it was suggested that thereafter they should all try individual initial contacts instead of the group presentation approach that is traditional--although this would put a heavier burden on the aides. At this time it is not known whether this change is likely to become standard practice or become an alternative approach depending upon circumstances.

C. General Program Operations

1. Clientele

About 85 percent of the clients are high school juniors or seniors; the remainder are referrals and walk-ins. The coordinator in the satellite office deals almost exclusively with rural students from six or seven small schools, most of which do not have counselors. The main office staff work in a total of 18 high schools, located in the city and in the surrounding several counties. Project BELT typically has a total of about 1200 active clients. In addition, they maintain touch with a number of "inactives" who come back for assistance; and they make informal contact with younger high-schoolers who will likely become official clients later on. Overall, it was reported, a given person stays active between one and two years, though many of the older clients may be seen only in the span of a month or two. The present clientele is about evenly divided among Chicanos, American Indians, blacks, and whites, although there is an increasing number of Puerto Ricans in the city.

When asked what criteria they employ in selecting clients, the staff said that the most important thing was financial need. Those in need of financial aid to attend college comprise the target population, regardless of age or location. The director pointed out that since the city is old and also in economic trouble, he hardly needs to get income information on the ethnic minority students; their families almost surely fall within the poverty guidelines. They do not apply those guidelines strictly, since they use the top income figure ($7000) regardless of number of family members. Two counselors agreed, and reported that they hesitate to get into family finances in the first place, because they've learned from experience that this threatens students and destroys the relationship. For walk-ins and referrals, however, the director does insist on verifying family and/or personal incomes. In a few cases this has meant rejecting the potential client, even where that person appeared to be "college material."

The question of "college material" and exceptional talent was also discussed. There seemed to be no standard definition or criterion since gut feeling far outweighed objective evidence. Where grades, transcripts, and ACT/SAT scores are available, they are made use of. Much more important to the staff's assessment of "exceptional potential" is apparent motivation and desire to gain further education or training. Some counselors note verbal expression in interviews, while others take into account the total family situation, but otherwise the potential client's level of motivation is paramount. As expressed by two of the counselors, this motivation is reflected when students attend group meetings at the schools and then self-select into further individual contact with the counselors or aides. What this seems to boil down to much of the time is that anyone who responds to or approaches Project BELT is a potential client so long as there is a reasonable assurance that the person also needs financial assistance for continued education. As one counselor put it, "It doesn't really matter anyway, since any high school grad, or a GED for that matter, is automatically eligible for any of the state institutions."

Another attitude that affects selection was expressed by the director. He feels that all students and dropouts have potential for some sort of placement and deserve the chance to try it. With the whole disadvantaged population as their universe, the ultimate factor in selection is the subjective judgment of those most closely related to the process: the counselors, the aides, the referral agencies, and the school guidance personnel who make specific recommendations.

2. Recruitment and Initial Contacts

The great share of recruiting is done through personal contact, as described below, with a distinct emphasis on high schools in the area. Occasionally, a recruiting effort is made through use of flyers, radio spot announcements, or newspaper ads. These publicity modes are not primary, however.

Active recruitment occurs at two referral agencies in particular, the local reformatory and an ethnic community organization. Project staff visit these locations periodically to get input from social workers and then directly contact likely prospects. The approach is subtle and does not include filling out applications to BELT or other formalities. It usually takes two or three contacts before the staffer gets down to specifics regarding education or finances. All contacts are individual and take place at these locations.

Referrals from several other agencies, and walk-ins, are interviewed at the office and typically the first contact involves concrete discussion of educational aspirations, financial status, and other personal needs. It also involves completing the BELT intake form. There is a pretty clear tendency to treat all such persons as likely clients, regardless of their reasons for contacting BELT.

Work with referrals and walk-ins is the bailiwick of the project director. On occasion, walk-ins are high school or postsecondary dropouts and emphasis is put on trying to interest them in returning to school. High school non-graduates are often referred to GED or HEP programs in the area. Subsequent contacts are up to the individual, who is free to call, write, or have personal interviews at the office. Many of these persons are one-time contacts: either they get the information or encouragement they want in one session or they discover that BELT is not what they thought it was. Several walk-ins in the spring thought that BELT was the welfare office, for example.

The counselors sometimes go to clubs, playgrounds, and street corners to rap with youngsters and plant BELT seeds. There is less of this now than in past, however.

At the high schools the standard recruitment approach actually involves two processes. Most--but not all--school counselors list students they think should be in touch with ETS based on their understanding of what the program is about. Second, the BELT counselor or aide creates his/her own list of juniors and seniors (from a variety of sources), and consults with the school counselor about them. In the four largest high schools, the aides play an important role in recruitment. They know many of the students and talk with a number of them in the guidance office. Because of their youth and own former involvement in BELT, they are able to get a line on family financial status and student motivation.

Then the BELT counselor and the school counselor make arrangements for a group meeting where ETS can be explained. Most of the schools, both urban and rural, make time and space arrangements for these initial group sessions and announce the meeting as a "college interest" or career discussion. Three of the schools don't cooperate to this degree, and although they "tolerate" BELT, they require that any such meetings be held after school and be kept to maximum groups of 15 students. Edgewater High in center city (an important one because of proportion of minority students) bars BELT personnel from having direct contact with students, but does allow counselors to look at their cumulative files. Contacts with Edgewater students are thus made more informally and are usually on an individual basis, away from the school. Though Edgewater is an exception, all members of the BELT staff mentioned some degree of "difficulty" in working with the schools--from refusal to cooperate, to apathy about minority entrance into postsecondary, to referring only the "look-good" students, to resentment of intrusion into the school's domain. This has been a persistent concern in many of the schools BELT works with. The others present a different image and consider themselves to be partners with BELT.

The group meetings are usually attended by 20 to 40 students. many of whom do not have a clear idea why they're attending. The BELT counselor makes an energetic pitch about further education, completion of high school, the many financial aid resources, etc., and offers the services of BELT. Some counselors distribute informative literature and one of them carries sample application material to pass around. The purpose of the session is to spark interest and note responses that indicate a motivation to go on to further training. (There are also occasions where the counselor addresses an assembly of juniors and/or seniors.)

The next step varies by counselor. One of them usually sets up very brief appointments right then and talks with interested students individually. At this time the counselor fills out the BELT intake form based on student input, but this often leaves out certain pieces of information. Two other counselors tell the group that they will be back at the school the following week to talk individually with those who wish to sign up. In the schools with aides, the large majority do sign up because the aides are there to encourage them. When those personal contacts occur, the intake form is filled out with the student, with emphasis on postsecondary interests and preferences. The coordinator/counselor out of town arranges the second contact in various ways: many individuals are met at the school, some are contacted by phone, and quite a few go to her trailer-office; the remainder are contacted in small groups at the school because of time and distance constraints in the field. This counselor usually spends twice as long with each student or small group as the other ETS counselors. She has been with the project a long time, in the field location, and is well-known to many of the rural students and schools. As she herself pointed out, she has more time to confer because she spends less time keeping records of her contacts.

When students show up for the second session, they are considered to have been recruited and they are counted as clients: they are interested in what BELT has to offer and they are responsive. From then on, the number and length of contacts vary by individual and by circumstances.

3. Subsequent Steps and Services

Typically, the counselors spend much of their time making the rounds at their particular sets of schools. They confer with school counselors, study transcripts and test scores where available, and attempt to track the students who have shown greatest interest. One counselor noted that he uses phones, letters, friends, and threats to keep on the back of the backsliders, but gives up after a month of such effort. In a few schools, office space is provided for the counselor to meet with individuals and to confer with teachers where that seems useful. Where that is not done, counselors tend to walk the halls or stay near the guidance office area. In all schools, the contacts vary from one minute to 10 or 15. The number of contacts also varies, from one to eight, with most students reportedly seen three or four times a year.

A good deal of time is spent in discussing financial aid possibilities, especially with seniors, and ultimately the task is to complete and submit the necessary applications. (Occasionally, counselors help parents fill out confidential statements on financial status.) Of equal importance is the process of completing and mailing applications to postsecondary institutions. In the past, they tried to get each client to apply to at least three facilities, but that emphasis has fallen off. Often it takes two or three "encouragement" contacts to get a student to sit down and finish all the forms necessary to one application, and equally often the counselor (or aide) directly assists in the process. One counselor says that it's easier, when you get down to it, to help with the application and then send it in to the college; Ms. Thaxton, on the other hand, refuses to do that, on personal policy, since she feels it's up to the student to do what's needed.

All the counselors seem to carry with them catalogs and brochures about the institutions that have become most popular with past clients, and some have application materials handy that can be worked on when the right moment comes. Much of the contact with clients centers around "general" information, encouragement, and personal counseling. Counselors know generally what different institutions in the area have to offer. But according to the project director and the advisory group, with one exception, the counselors are not equipped to do academic counseling or to suggest particular tests which might be useful in helping to guide students to the right institution. Similarly, direct contact with the institutions (through campus visits or interviews arranged with college personnel) are the exception, not the rule. Officials at Aspiration are now beginning to ask the BELT staff to do more of this, and the counselors are cooperating. As noted earlier, the emphasis here is on properly completed applications for entrance and financial aid, and counselors appear to be very effective in guiding, helping, or pushing clients through those processes.

The project urges clients to apply to one of the 12 institutions with which good relationships have been developed. All these colleges and training centers now automatically waive fees for applications stamped "BELT," and clients are made aware of this early in the game. Some of these institutions are now beginning to provide quite attractive financial aid, also. The chairman of the advisory group credits the efforts of the new project director for this turn of events.

Other services are much more irregular and dependent on individual cases. For example, ETS staff assist in summer job placement for students who ask for assistance. They also occasionally provide some direct tutoring help, but more often refer clients to other resources. Similarly, they have seldom made medical or legal referrals, but do have access to reduced-fee services at a city clinic. Services not directly related to postsecondary placement are more often provided for referrals and walk-ins than for high school clients. This is true since not all potential clients are interested in further education or even completing high school--yet Project BELT likes to feel that it has helped all who enter its doors. The list of services provided includes the following:

(a) Assistance with family problems.
(b) Tutoring or referral to a tutoring resource.
(c) Referral to medical or legal assistance.
(d) Direct provision of vocational guidance.
(e) Referral to vocational training facilities.
(f) Assistance in job placement.
(g) Referral to GED program or adult basic education.

Mr. Xenophon estimated that provision of these direct and referral services takes no more than 10 percent of staff time and effort overall.

For the high schoolers, one other form of indirect service is provided. Two counselors who have special relationships with the Chicano and American Indian communities have found that it is very helpful to meet with parents and other family members. This provides an opportunity to discuss "further education" and to advise parents on clients' postsecondary adjustment needs. It also assists in getting parents to encourage more of their daughters to aspire beyond high school education.

4. Follow-Up of Clients

While the files show in some detail the completion of steps involved in making applications and getting accepted, there are virtually no records (formal or informal) to show actual enrollment of clients. A summer letter is sent out asking clients to return a postcard indicating where they have been accepted and when they plan to enroll. About 80 percent of clients respond to this request. Follow-up in the fall or during the year to check on actual enrollment is not a systematic process, and much of the time it is casual at best. Counselors of course have special cases they wish to check on, and do so by phone (to the home or the institution). Similarly, Aspiration College regularly contacts Project BELT to indicate enrollment of clients, but again this information relates to a select group. The PAB has suggested that the staff should check on enrollment at least at the institutions in the immediate area, and the project director implied that this could be done if there were a larger grant to employ more staff.

In the same way, there is no information at present as to those who have either completed or left postsecondary training, except as individuals notify BELT on their own.

Provision of continued services to those enrolled in postsecondary institutions fares somewhat better, at least in some locations. Project BELT maintains contact with admissions people and ethnic counselors at some of the colleges, and when those persons notify BELT of a particular need the staff try to respond. This often relates to clarification of financial status, sometimes to family problems, and infrequently to questions about transfer. Two institutions which BELT clients attend in numbers have Special Services Projects; the project director contacts the Special Service staff to advise that students have applied there and suggests they might be in need of assistance when they arrive.

D. Overall Project Management

1. Financial Support

Most of the BELT funding is direct from the USOE grant. Aspiration College provides some space and equipment at no charge, and the sponsor (HRI) pays the salary and benefits of the secretary. In addition, HRI underwrites the cost of all fees not waived for college applications or SAT/ACT testing (about $1200 each year), though it is not eager to advertise that fact. HRI also funnels to the project director's discretionary fund upwards of $1000 per year, from private sources, to be used as scholarship aid.

The project operates from year to year with no assurance of continued funding. This has an adverse effect on hiring staff and has contributed to the considerable degree of staff turnover which was reported. It does not appear likely that without federal funding HRI would continue Project BELT except in the most skeletal way.

Counselors do a good deal of traveling in order to reach all the schools in the seven counties as well as those in the rural satellite area. The project (and its sponsor) are committed to serve clients in this widespread area, but travel allowances are limiting to the program. The satellite counselor can go into the project office only once a week, for example, and other counselors cannot go as often as desired to schools outside the city. They have been unsuccessful in getting an increased annual budget from the OE grant to cover necessary travel. Thus, counselors have had to dip into their own pockets.

It was learned that the project does not undergo an annual audit, either for USOE or for HRI. In the fall of 1973, HRI was requested to submit an audit for Project BELT, and had one done covering the preceding 2-1/2 years, up to October 31, 1973. This was acceptable to the OE regional office.

2. Personnel

The project director operates virtually as an independent, though he reports to the sponsoring agency. He hires counselors and aides with the tacit approval of the Project Advisory Board.

Mr. Xenophon makes two rigid requirements of those staff members so far as client contact is concerned: (a) counselors and aides are assigned to a particular set of schools, and are to be there the great share of the time; and (b) there will always be a professional or paraprofessional on hand in the office, from 8:30 to 5:30 five days a week. Within these strictures each counselor may work out his/her own schedule. Two observations may be made. First, as noted by one counselor in private, the two demands work at cross purposes and the end result is never satisfactory to the counselors. Second, counselors tend to press the aides into "office duty," leaving them less time in the schools. They have been unable to convince Xenophon that his requirements hamper their counseling functions.

From the standpoint of the project director and HRI, counselors and aides are free to recruit weekends and evenings (at clubs or "on the streets"), and also to arrange various recreational activities for clients. The recreational and cultural activities are not seen as a direct project responsibility, and while they may be conducted at HRI or in the offices, they may generally not be done on project time.

3. Advisory Board

The PAB meets formally twice a year, but otherwise may be called on by the project director (or the chairman) for matters of moment. The PAB functions in essentially an advisory capacity and is not concerned with the daily operations of the project.

4. Program Planning and Evaluation

The staff informally plans program emphases or changes as needs arise. There is, however, no meaningful program self-evaluation, nor has there been any outside evaluation aside from one or two USOE visitor commentaries--and thus it is difficult for staff to engage in effective program planning. Procedures for altering the standard

BELT program are democratic, it was reported, but they are not systematic. Some changes, of course, occur in response to crisis situations such as the gasoline shortage, resignation of a counselor, or the like. By and large, the staff is satisfied with present program emphases and operations. Thus they see little need for comprehensive planning. Members of the Advisory Board appeared to feel about the same. The executive director of [illegible], however, was not so sure. He discussed two program aspects he thought needed attention and action: (a) adequate follow-up of clients into and beyond postsecondary placement, partly for the sake of accountability and partly to determine whether or not there are further needs the BELT staff could help with; and (b) greater attempt to match clients, especially the high schoolers, with postsecondary institutions where they'd have the greatest chance of succeeding.

All persons involved felt that the project had notably more strengths than weaknesses and was working hard to aid the further education of the disadvantaged--but none of them was sure what sort of job BELT was doing by outside standards. They felt that they could profit by a pat on the back from the regional office or at least acquire a sense of the national norm so that they could see how well they stacked up by comparison. Moreover, they weren't sure by what criteria they were being evaluated at the USOE regional level.

5 Client Files

The file typically contains an intake "registration" card to be completed in the first individual contact; a summary sheet concerning contacts, to be kept up by counselors; and correspondence or copies of various documents. The intake card asks for personal characteristics, educational status, family/personal financial status, ACT/SAT scores, colleges person is interested in, and reasons for wanting to be a client. Every active client must have such a card in the file, according to Mr. Xenophon, but often only half the information is provided. In many instances, the date of initial contact is omitted and financial information is not entered. Equally often, colleges and scores are not listed, even where it is clear that the client is a senior and has been on the rolls for a year or more. Ms. Thaxton suggested that these kinds of information are easy for counselors to keep in their heads, and when that doesn't work, "the client should be the one, after all, who keeps track of such data." It also appeared that counselors felt it more important to maintain contacts and fulfill client needs than to maintain detailed records.

The summary sheet calls for a record of ETS contacts, notes on problems and needs, and additional personal data. It also contains a carefully-structured checklist for recording sequential steps in the application process (for institutions and for financial aid). In general, the record of contacts reflected what actually took place, but counselors indicated that they seldom had time for detailed notes about problems, needs, family situations, and the like. They attempted to handle these as they came up, making the record less important. It also appeared that there was a sizable gap between the estimates counselors made on the application process and the information contained in the actual checklist. The staff estimated, for example, that at the time of the visit, 80 percent of the seniors had completed all application steps and most had had responses. However, the files were apparently kept up to date for perhaps half the clients, as judged by our study of the files.

Most files contained either correspondence or copies of submitted documents; sometimes there were copies of the PCS (Parent Confidential Statement) or notices of fee waivers. Such materials were kept in the office, filed alphabetically, while the actual client files were kept individually by the counselors. Most counselors maintained their files by school, but each had idiosyncratic ways of organizing them into special subgroupings for various purposes. Often the counselor carried the file box from school to school during the day to keep track of contacts made. At the time of the visit, two counselors still had the former, or inactive, client lists and files in their personal file boxes. This made it difficult for the director to refer to certain cases he wished to discuss when the question of postsecondary placements came up. He felt sure, however, that the information was all available.

Aides were also asked to keep a record of contacts and frequently they passed on "problem" notes to the counselor in charge of a certain school. Just as often, their only record of contacts was to report the number of high schoolers they had talked with during the week past.

Mr. Xenophon mentioned plans to reorganize the files after the new fiscal year began. He hoped to structure them by year and to separate former from current clients, but saw a problem in that his clients typically are in BELT for two years. He also hoped to keep the counselors happy by letting them maintain their own files. Finally, he wondered whether a revised single-sheet system would be an improvement.

The same forms were used for walk-ins and referrals, but by any standard, those files were a shambles. All material was maintained in one massive folder, although the attempt was made to keep the most recent on top. There were no individual files as such. The one exception was a separate folder for the reformatory subjects, which the director took with him on each visit. For walk-ins and referrals there was virtually no correspondence and few copies of documents.

6. Project Reports

Mr. Xenophon and others stated that they do not submit any sort of regular report to Region XII on the program, except for a quarterly statement of financial condition. Occasionally, however, the former director had prepared informal progress reports on his own and sent them into Montalban City. Xenophon plans to do the same, "for the record." He has not sent one in as yet.

A statistical report, of course, is required twice a year. This is OE Form 1231. One of Xenophon's first duties when he came on board was to prepare this form for the semiannual period to 31 December 1973. He remarked that he was at somewhat of a loss, partly because he was unsure of the categories and partly because he was unsure where to locate the necessary data. To his dismay, he learned that no one else on the staff had worked with such reports, and he wondered whether he should be preparing a final report rather than an interim one. After locating the relevant records, he decided to report for the year 1973. (In talking with another project director, he had learned that they had been reporting cumulatively and not just for half-year periods.)

As he discussed the Form 1231 report, it became clear that he could not agree with the form's definition of client in reporting numbers served. For one thing, many walk-ins and referrals were serviced adequately in one contact and they themselves told him that. For another, how could he discount the group sessions with high schoolers--they were personal contacts, and in the satellite region it was sometimes necessary to have only group contacts. Moreover, he didn't have a definition for "sustained," which he questioned because some effective contacts by counselors were as brief as two or three minutes, and some were by mail.

Xenophon and the PAB felt that the total number of clients reported was accurate to the number served in 1973, regardless of the new definition of a "client" or a "contact." When it was suggested that the interim report was for half a year, they agreed that the best correction would be merely to cut the figure in half.

As the discussion continued, a counselor suggested that there was a group of clients who were not being counted and maybe should be. That was the new group of juniors they worked with each year, but the plan was to put them in "hold" so to speak, because Project BELT concentrated its efforts on seniors. Mr. Xenophon figured then that it wouldn't be necessary to correct Form 1231, because the added 1973 juniors would cancel out the half of the cumulative total count that he had considered cutting.

As to client eligibility, all 1200 were listed under "low income" but Xenophon felt that many should also be categorized as "cultural isolation." The PAB chairman quietly commented at this point, "Hmmmm, nothing on the form about eligibility on the grounds of special potential. Maybe it isn't a crucial criterion after all?"

There did appear to be a considerable discrepancy between numbers of postsecondary placements reported on Form 1231 and figures referred to in the interviews. Xenophon grew a little defensive and asked why the Region XII office hadn't inquired about that if it was a legitimate question. The PAB chairman cooled the situation and suggested at least looking at the figures. Still, Xenophon wondered how anyone could be expected to give an accurate figure on enrollments when data on that point were so hard to get. He had reported postsecondary placements on the basis of the return post cards received the previous summer, on which clients indicated their plans for enrollment and their receipt of financial aid assurances.

Figures on other sections of the form appeared to be accurate, when contrasted with perusal of the files and interview statements. For example, there had been a number of dropouts encouraged to return to school, and several clients had been placed in job-training programs. Similarly, the number who received adequate financial aid closely matched the figures entered on Form 1231. Also, the ethnic breakdown of clients served and sex distribution appeared to reflect the makeup in the project area as a whole.

E. Postscript

This project appears to be aware of its potential and its accomplishments, and has apparently made very real efforts to recruit disadvantaged persons. It has also developed quite good working relationships with both high schools and postsecondary institutions. Project staff--by comparison with the Board chairman and others--were a bit myopic about certain operations, however. These included systematic follow-up of clients, filing and records, and academic counseling. The needs for change in these areas were recognized, but did not seem to be placed high on a priority list by the staff.

At the conclusion of the visit, project staff members and others thanked us cordially for our visit and our interest in Project BELT. The project director and the HRI executive director intimated that there was some potential benefit for BELT, in that some topics had come up in the interviews that they hadn't considered in the same light before. In particular, they questioned their current emphasis on merely leading students to the college door and this in turn suggested greater attention to client follow-up. Ms. Thaxton thanked us, too, but noted that she hadn't learned anything particularly new.

The preceding project profile has been a realistic portrayal of the purposes and operations of ETS projects. Each incident and reported activity occurred in essentially this form in one or another of the 20 projects visited. The purpose of the composite has been to provide a real-world view of problems and accomplishments, conditions, challenges, communications, and other aspects of operating an Educational Talent Search Project.

So far as the visits are concerned, there is no such thing as a "typical" project, because those visited differed to varying degrees on a large number of program dimensions. The section which follows focuses on certain of those dimensions, documenting the degree to which considerable variation was either verbally reported or directly observed.

IV. FINDINGS: PROGRAM AND OPERATIONAL COMPONENTS AT PROJECTS VISITED

Across the 20 project sites visited, a number of differences were reported, discussed, and/or observed in major components of ETS program operations. The purpose of this section is to describe these variations in sufficient detail to make clear their extent, particularly with respect to practices which are logically related to the ultimate effectiveness of the ETS program. No attempt will be made to evaluate projects or practices per se, but inevitably some practices will be perceived as advantages or disadvantages in the total framework of ETS purposes. A number of these dimensions were alluded to in the preceding composite describing Project BELT. The composite, however, did not speak to the range or frequency of given practices among the projects visited, and that is the purpose of this section. To the extent possible, all 20 projects will be accounted for in each subsection below; however, it should be remembered that it was not always possible to gather information on the same topics at all sites.

The program and operational components will be divided into two categories. First, those dimensions relating to topics outlined in the suggested guidelines and the formal reports will be discussed. Then other variables will be treated, some of which are essentially local project matters to decide and some of which are beyond the control of the local project.

A. Program Variables Related to Formal Reports and DSSSP Suggested Guidelines

1. Income Criteria for Selection of Clients

With respect to low-income or "financial-need" (for families of clients or the clients themselves), overall the projects applied different criteria. Six projects indicated that they took special care to verify low income among prospective clients, and two of these reported that they rejected certain individuals as ineligible. Several other projects intimated that they looked into family finances, but saw so many exceptions that they could not adhere to firm limits. Two, for example, noted that the suggested $7,000 maximum family income was used as a guide for all clients, regardless of the number of family members. There were also indications that in other projects some individuals were accepted where it was known that the family income exceeded $7,000.

In several locations, project personnel felt that it was not necessary to obtain information on financial need for purposes of entry into ETS, since virtually all prospective clients were presumed to be in need and thus within the suggested quidelines. This was directly stated in five projects, and was reflected in the fact that either financial information was not systematically entered on the intake form, or that there was no provision for such data on the form in the first place. It is noted that each of these five projects was quite homogeneous in the area and population it served (very large city, essentially rural area, or reservation).

While all projects operated on the assumption of financial need for postsecondary education, they approached the question in different ways. A number of projects did not necessarily ask for or verify information on financial condition for either the individual or the family. To be sure, parent income was often determined at a later point, with respect to financial aid applications.

2. Criteria for Selection on Basis of "Exceptional Potential"

There was about the same diversity among projects with respect to the criterion, "exceptional potential for postsecondary education." Many projects mentioned such indicators as a grade point average of 3.0 (or 3.0 in just 1 or 2 subjects), and SAT or ACT scores. In only two projects, however, it did appear that such criteria were used consistently in the selection of clients. In most cases, such information was gathered *after* client status had been established, to be used in academic counseling and college applications. (It was typical for intake forms and other records to have places outlined for such data; it was also typical for these data not to be recorded automatically.) Similarly, many projects did obtain high school transcripts for a number of clients; but it was obvious that these "academic indicators" were not used systematically as criteria for selection into the program.

Much more common was the practice of obtaining recommendations from high school counselors and referral agencies. In most instances, the fact of a referral to ETS appeared to suffice as an indication of eligibility, and very often these referrals constituted the criteria for both academic talent and financial need. Three projects reported that these referrals were their *only* means of looking into "exceptional potential." There was a strong indication that over the years the schools and agencies had learned what sorts of clients ETS was looking for, and thus continued to recommend suitable subjects. On the other hand, several projects complained that high school counselors tended to refer the "better" students or those who were "problems" in the school.

Application of the eligibility requirements was typically related to the recruitment process and project philosophy, which in turn were usually directed to helping whoever asked for assistance. Thus, ultimately, in most projects "exceptional potential" appeared to be defined in terms of the prospective client's responsiveness to ETS opportunities. Personnel at most projects spoke of motivation, a desire for education, or a willingness to be counseled as their best indicators that the appropriate clients were being recruited. Those who signed up or underwent an initial interview self-selected into the program, in effect, and on that basis typically were accepted as clients. To be sure, those who did not respond were pursued and encouraged assiduously in the majority of projects, but a high value appeared to be placed on initial responsiveness.

In addition, individual projects emphasized particular criteria such as: expressed need for self-esteem, existence of personal or family problems, adequacy of verbal expression in intake interview, and a gut-level assessment of "ordinary academic potential" as opposed to exceptional potential.

Several project directors expressed their views about selection criteria. One, for example, stated, "We can find a place for any student who's interested," while two others indicated that all high school graduates (and dropouts and GED's) in the area deserved a chance and were deemed to have potential for some placement. A fourth project director stated emphatically that there was no need to define exceptional potential since public institutions were open to all high school graduates. Two others reported that many of their high school clients had applied to college before contact with ETS, and thus there was no special reason to look into academic potential.

In sum, referral agency recommendations were relied on to a considerable extent as sufficient indication of potential for postsecondary education. On this basis, most ETS clients were both identified and selected. In a few projects, grades and test scores were apparently considered seriously in determining "exceptional potential." Subsequent indications of motivation, perseverence, desire for further education, and other personal qualities or needs were most frequently used to verify the appropriateness of their being ETS clients, rather than to select eligible clients. It seems fair to say that overall, only a modest amount of attention was given to identifying "exceptional potential" for postsecondary education among the projects visited.

3. Composition and Function of Advisory Board

Eleven projects had advisory boards made up of persons from the three categories set forth in the guidelines: the educational community, adults in and of the target population, and students from the target population. In most of these cases, the proportion of each category was roughly one third of the membership. One project accomplished this by having two separate advisory groups, a community committee and youth council.

In two other projects, the board was composed only of educational and civic leaders; and in one other, the members represented the several institutions in the sponsoring consortium. Of the remaining six projects, five had advisory boards of some sort but their composition was unclear, and one project had no advisory group.

These advisory boards varied in size from 8 persons to 40, the majority having 10 to 20 members. It was noted that close to half the boards met only at irregular intervals, while others convened annually, semi-annually, quarterly, or monthly. The number of meetings appeared to relate to the geographical area covered by the project (and thus the home locations of members in many cases) as well as the functions of the group.

As to advisory board functions, there were three distinct classifications as reported in site visits:

a) Of the 19 projects with such boards, 4 had virtually no function in the operation of the ETS program except perhaps to help resolve an occasional crisis situation.

b) In six cases, the advisory board engaged in supervision of the project, setting policy, and making operational decisions about services to be offered. These boards passed on budgets, for example, hired and fired project staff, visited schools, studied program plans, and made decisions about ETS services.

c) The nine remaining advisory boards, however, served in almost strictly advisory and supportive capacities, with no clear-cut responsibilities but with a potential for assisting in the background. For example, they maintained communication with the target community and the larger community, helped to identify clients in a few projects, raised scholarship money, contacted referral agencies when needed, and reviewed annual applications.

Among all nineteen advisory groups, it appeared that fewer than half were involved in ETS operations to the extent that they might be called "working boards."

In addition to these advisory boards, many projects were ultimately responsible to the Board of Directors or executive director of the sponsoring agency. Among the 20 projects, 18 were related to or supported by agencies of various sorts, including the following: a statewide university system, consortium of colleges, scholarship fund, tribal council, city government, Model Cities, community action groups, migrant council, and cooperative groups. In most instances, the ETS project was just one of several activities sponsored by these agencies, and thus their governing boards did not necessarily consider ETS to be a priority function. Project directors reported widely varying degrees of support from and interaction with these boards, from regular weekly meetings in one instance to virtual isolation at the other extreme.

Oftentimes the agency board was considered to be a second advisory group in effect, although not necessarily in the same sense as the project's own advisory committee. One project reported that the two "boards" had no communication whatsoever, for example, and in two cases there was established a hierarchy in which the agency board had precedence over the project board. In two other locations, the sponsoring agency's Board of Directors and the project advisory group were one and the same, but acted in both capacities. Indeed, in several sites it was not easy to distinguish the two kinds of boards.

In a general sense, project directors were employed by and responsible to the agency boards rather than the advisory groups, though the lines of authority and responsibility were often not clear. In two or three projects it seemed quite obvious that the project director was essentially an independent agent, while in an equal number the Board of Directors or their related groups maintained a supervisory stance over the project.

Two projects were directly sponsored by a university or college, and in these cases the project director was responsible to the dean or other official. Even here, there was some confusion in the lines of authority. In one case, the project director reported also to the dean of another college which had previously been associated with ETS—and the advisory chairman was of the opinion that control and authority were so confused that the project director would be the only person who could hire a new director should he himself resign. The director of one final project (sponsored by a university and a local scholarship agency with interlocking relationships) reported to both organizations simultaneously.

Several observations may be made about the projects and the various policy and advisory groups associated with them, based upon site-visit findings. First, each of the 20 projects had some sort of outside group which either aided in directing it or which it could call on for assistance. (The one project which had no "community" advisory group nonetheless was guided by a strong administrative organization within the sponsoring agency.) Second, most advisory boards served in strictly advisory roles (or had virtually no function) in relation to the project, while most of the agency Boards of Directors of necessity divided their attention among several sponsored activities. Strong project directors were thus needed. Third, there was a reported tendency for advisory boards to be stronger and more involved in the opening one or two years of the project, and less needed after that time as the project proceeded on its own steam. Fourth, as noted above, it was not easy to distinguish the nature and function of the project advisory group from that of the agency's official board, and there were concomitant confusions about authority and responsibility in a number of instances. Fifth, related to the latter point, the purposes of the advisory groups were not entirely clear nor were they consistent across projects. One got the impression that generally the relationships among all persons involved were congenial and that was what underlay the apparently easy interaction of these groups, rather than a set of guidelines outlining advisory board functions or priorities.

Only a few advisory groups seemed to be closely involved in the purposes and operations of the ETS projects, giving more than support or assistance only when called on. One might conclude that the potential input of the advisory groups was not being realized in most projects, combined with the circumstance that there seemed to be few really important jobs for them to do. Advisory board interviewees at two projects commented on this situation and suggested that there should be clear-cut guidelines for the advisory group, while interviewees at three other projects indicated that they were content to rely on the leadership of the project director on matters of policy.

4. Definition of Contact and Client

These definitions are reflected ultimately in the semiannual submission of OE Form 1231 (which will be discussed below), but they also have a bearing on the operation of the ETS projects, the numbers served, and the services provided.

Form 1231 defines a client as a person who has "received two or more personal contacts of sustained counsel" by the project director or his representative. Project personnel differed with each other and with the presumed intent of the definition with respect to: (a) an acceptable definition of a "sustained contact" and thus (b) the number of contacts involved in defining a client.

Given the indefinite nature of "personal contact of sustained counsel" and force of habit in accounting for clients in the reporting periods prior to 31 December 1973, there was considerable confusion in the field in defining and counting clients. It appeared to be standard policy that initial contacts with potential clients should be in person, though for nine projects this included group as well as individual contacts. That is, a group conference was counted as an initial personal contact for purposes of later defining client status. On the other hand, five projects required that the initial contact be an individual interview at the ETS office, at school, or at the home.

Subsequent contact after the initial session could take several forms, for most projects: individual conference, group meeting, telephone, or letter. Three projects attempted to require that the second contact as well as the first be an individual interview situation, though phone calls were not excluded under certain circumstances.

Group sessions were thus arranged for both initial and subsequent contacts by the majority of projects. This appeared to be a matter of expediency, related to the large geographic areas served by many ETS projects as well as cost-awareness in the use of personnel time in the recruiting and servicing processes. The same sort of expediency appeared to govern the use of non-permanent ETS staff in making initial contacts (which were counted for purposes of client status): in three projects, part-time aides conducted a number of the initial group sessions, and in one of these projects certain experienced high school counselors made initial individual contacts with a number of prospective ETS clients.

Project personnel did not provide specifications for the terms "sustained" or "counsel" in such a way as to suggest that there were firm guidelines to follow or any consistency across projects. "Counsel" in most instances appeared to refer to any ETS-related topic, whether personal, academic, financial, or whatever--and no definition at all was attempted for "sustained." Several projects reported that their contacts typically lasted anywhere from 1 to 20 minutes. And one project director preferred that his aides and staff spend no more than five minutes per contact, "long enough to hear one problem and arrive at a solution."

With respect to the definition of client status, there were essentially two practices in the field. One-fourth of the projects accepted and used the Form 1231 requirement of a minimum of "two contacts," while the remainder gave various reasons for counting a single contact as sufficient for client status. In the main, projects counted as clients virtually all those who were served, regardless of number of contacts, time spent, or nature of service. Those projects which required two contacts usually had a separate "hold" file for persons who had been seen only once, waiting for further contact by the individuals. They did not count them for Form 1231 purposes, but in many cases they felt they had served those persons adequately in one interview and would not see them again.

On the other hand, the majority of these 20 ETS projects operated on the assumption that one contact was sufficient for client status, and all such persons were counted as clients. One project director spoke for many when he said, "A client is someone we have helped, and to not list the person we help in one meeting would be a deception about the services Talent Search actually provides." Personnel at another project stated that the application of the "one-contact" criterion for Form 1231 purposes was referred to and approved by the regional USOE office. This same site counted single contacts but did not create files until the second personal interview took place.

Finally, another project director indicated that he would adhere to the "two-contact" rule henceforth but with the proviso that the second contact need not be sustained in any sense and might take any direct form (interview, letter, telephone, or even contact by personnel at a referral agency).

5. OE Form 1231, Interim Report (1 July 1973 to 31 December 1973)

As implied in the preceding section, the semiannual figures reported on Form 1231 for the period 1 July 1973 to 31 December 1973 were not based on the same assumptions. The basic definitions of contact and client were varied enough to suggest that even were the number accurate for given projects, they would not mean the same thing across projects or for the total ETS enterprise. However, there are indications that not all the figures themselves were accurate, and this compounds the situation somewhat.

Two circumstances provided opportunities for discussing Form 1231 directly with project directors. First, RTI had requested in February 1974 that each project send the names of those reported to have begun studies in postsecondary institutions in the 1973 interim period. The submitted lists varied from the figures compiled on the summary of Form 1231 for that period. There thus arose some concern about the accuracy of the figures and the implications for the substudy concerned with verification of postsecondary placement. As a result, attempts were made to clarify these matters with the project directors concerned. Second, it had been the original intention in the site visits to discuss Form 1231 entries relative to the number of clients, definition of contact and client, and the number of postsecondary placees.

The findings with respect to Form 1231 fall into several categories. These are outlined below. The figures cited have been purposely altered in an attempt to preserve anonymity of projects; they are included here in order to demonstrate the magnitude of apparent errors or misunderstandings in using OE Form 1231. The findings which follow take into account the one-contact or two-contact definitions of "client" adhered to by the individual projects. They further reflect only the number of instances it was possible to verify or clarify through follow-up conversations with project directors. For example, information was obtained which made it clear that three specific projects reported a larger number of clients than was appropriate for the interim period; and five projects underreported number of clients. These are minimal figures, in that there may have been other projects among the 20 which fell into either category but for which the necessary information was not obtainable.

a. Overcount on Number of Clients--3 projects

For two projects, there was an approximate 10 percent overcount. The third project compounded ahead to 30 June 1974 by approximately doubling the number from 1000 to 2000, thinking in annual instead of semiannual terms.

b. Undercount on Number of Clients--5 projects

One project counted only its 600 new clients, leaving out another 550 already-active high school clients continuing to be served. A second project omitted 60 active clients in a social institution, while another did not count 250 clients in grades 9-11 on the apparent assumption that they would not receive "real" ETS service until grade 12. Two additional projects omitted counting several hundred clients who had enrolled in postsecondary institutions but who were still being actively served and followed by Educational Talent Search.

c. Overcount on Number Beginning Postsecondary--10 projects

Three projects included the following categories: transfers; clients who had entered, dropped, and reentered postsecondary; students moving from freshman to sophomore year and from sophomore to junior year in the same school; and miscellaneous students. This accounted for approximately 600 students above and beyond entering freshmen in these three projects. Two other projects counted approximately 200 students who had been accepted for January *1974* placement and who were *expected* to enroll very soon.

Similarly, two additional projects included several hundred students as "began studies" who in fact had only indicated an *intention* to enroll, where that intention was expressed in writing prior to 30 June 1973. The reported figures did not reflect actual enrollments; indeed, one of these projects later checked on enrollment in the previous fall and found that about 40 percent of the group of 600 had actually begun their studies when expected to.

Three projects accumulated their reported grand totals. In one case, where about 100 clients had begun their studies in the prescribed period, 1000 were reported to have, since that accounted for all placements in the previous five years. Another project accumulated from 30 June 1972 to 31 December 1973, while the third counted all verified enrollments for the whole 1973 calendar year which resulted in an overcount of 475 placements.

d. Undercount on Number Beginning Postsecondary--1 project

Fewer than 10 placements were reported on Form 1231, whereas the visit showed that there should have been something like 55 reported. (In another case, the intended number--510--was apparently reported on Form 1231, but the summary sheet for all ETS projects recorded this entry at less than 100.)

In addition, there were several instances where different projects used opposing criteria in reporting their Form 1231 figures for given subgroups. Most of these have been included in the under- and overcounts outlined above.

a. Grade Level of First Contact

Many projects deal with students in grades 9-11. So far as Form 1231 is concerned, two projects made it clear that they counted all these students as clients while a third project intentionally did not so count them because it was felt that they would not be truly served by ETS until grade 12.

b. Active Follow-Up Work With Enrollees

One project counted among its clients those postsecondary enrollees whom it continued to actively serve in various ways, while two projects purposely did not do so even though several hundred students were involved.

c. Criterion of Financial Need

Most projects counted as clients those persons who did not strictly meet the low-income criteria for ETS. One project in particular reported that though it served such persons it did not include them in reporting on Form 1231.

d. Service to Uncounted Clients

Many projects reported providing service to some persons whom they did not count, made no records for, but nevertheless considered to be clients. These persons were usually walk-ins and referrals, and were often "adults" whose needs of the moment could often be met in one session. Three projects in particular made a point of noting that since they held to a two-contact definition of "client," they include no such persons in their formal OE reports even where they had spent an hour and had provided very real service.

In summary, it should be noted that project directors were in the main direct and explicit in discussing and explaining their Form 1231 entries. The RTI site visit team concluded that there were genuine and important confusions about Form 1231 which had not been resolved. For example, some ETS personnel found it difficult to deal with the semi-annual and annual reporting periods, sometimes treating them separately and sometimes cumulatively. Indeed, in a few projects there was either forward or backward accumulation or both, covering not just one year but several. In addition, there appeared to be some difficulty in distinguishing the calendar and fiscal years.

Another apparent problem was one of definition. For example, who should be included among the postsecondary placees and should this possibly include those who continue as well as those who begin? What does it really mean to count those who were "last year's clients" and does this mean for a full year or a half year? Is it sufficient for students to be accepted and to plan to enroll in order to be counted as "began studies" on Form 1231?

The validity of "confusion" as an explanation for Form 1231 difficulties is attested to by the fact that there were several instances of undercounting either clients or postsecondary placees. Moreover, two projects were found to have both overcounted and undercounted in different places on Form 1231.

At the same time, it should be noted that a few project directors reported feeling pressure to serve and report large numbers of clients, and this may be related to instances of overcounting. There were also cases where project personnel indicated that keeping records and accounting for numbers was less important than doing all they could to serve clients. Where this was true, however, it resulted in an unexpected consequence. The state of the files in many projects suggests that unless there were other files elsewhere, these project personnel could not possibly determine accurate figures for number of clients or number of placees much less such subcategories as dropout prevention, clients receiving negative responses to college applications, TRIO placement, or financial aid. Indeed, several project directors noted in interviews that virtually all their figures were estimates.

6. OE Form 1231, Final Report for 1973-74

In view of these findings, a cursory examination was made of the Form 1231 summary sheets for the full year ending 30 June 1974 in order to ascertain whether these problems continued. One interesting discovery was that certain projects reported having had fewer clients for the whole year than they had reported having for the first half-year period, at least insofar as these figures were accurately entered on the summary report for Form 1231 nationwide. The same was true for number of postsecondary enrollees. This may suggest continued confusion, a degree of carelessness, or possibly the lack of validity of the whole approach to semiannual and annual reporting. It may also suggest that certain projects attempted to make the full-year figures more accurate by correcting for previous overcounts.

For one project which had explained its cumulative approach to reporting, it was evident that the process was continued on the 30 June 1974 annual report. In that instance the project director had read his figures over the phone (in early July), and had said, "_____ plus _____ from last year will equal my new figure of _____ for this year." The summary data matched his figures exactly.

Another project continued its understatement of number of clients served (by several hundred), and yet showed that all of the number reported for the full year had either entered postsecondary or been accepted but not yet entered. This does not appear feasible for two reasons: this project serves and counts juniors as well as seniors; and based on site visit findings and study of files, it seems highly unlikely in any case that all applicants would be accepted for postsecondary placement.

7. Mission and Emphasis of the ETS Projects

The legislative mandate, as well as the DSSSP program guidelines, allow and encourage a considerable amount of latitude in implementing the purposes of Educational Talent Search. The fundamental aim is to increase educational opportunities for disadvantaged persons, which in practice has come to mean the identification of such persons and assistance to them in entering postsecondary institutions. The guidelines place certain limitations on the program, however, in that persons of "exceptional potential" are to be thus assisted in entering postsecondary training, and that dropouts encouraged to return to school are to be of "demonstrated aptitude." Applicants are also to be those persons of "educational, social, and economic deprivation whose need is acute and continuous." Another requirement is that Talent Search "aid the young person to explore options available to him."

The criteria for selection of clients have been discussed in a previous section. The purpose of this section is to describe ETS program purposes--as expressed and observed--regardless of the extent of adherence to criteria for selecting clients. It may be noted at the outset that the ETS projects visited appear to agree in spirit with the fundamental aims of Educational Talent Search, and that they attempt to recruit persons who can profit by the services they offer. There is, however, a relationship between the guiding purpose of the individual project and the services provided, as well as between that purpose and the nature of the population sought. Thus, it is important to examine the extent to which individual project purposes differ or are similar, since this has implications for the ultimate effectiveness of the overall program.

In the site visits there emerged a standard or typical set of purposes closely allied to the guidelines for ETS. This set comprised the following:

(a) To provide general college and financial aid information.

(b) To assist in making applications to postsecondary facilities (including help with PCS forms and taking ACT or SAT aptitude tests).

(c) To assist in making applications for financial aid (including fee waivers).

(d) To encourage clients and to provide personal counsel.

(e) To refer to other agencies for various types of assistance.

So far as could be determined from the collected data from interviews, observations, and the study of printed materials, 19 of the projects held very closely to these purposes, with variations and emphases which will be outlined below. One project concentrated its efforts on retention in and completion of high school, giving second place to the postsecondary placement which was the more common emphasis.

In addition to the standard purposes listed above and the standard services associated with them, there were particular emphases or special practices which characterized one or another project. These are listed below, with most entries represented by two to four projects. Several projects are represented more than once.

(a) Expressed emphasis on getting clients to be committed to applying to postsecondary institutions, with added philosophical note that this referred to any and all persons, not just those in great need or most likely to succeed in postsecondary.

(b) Expressed emphasis on completed postsecondary applications as endpoint sought.

(c) Emphasis on placement in postsecondary institutions.

(d) Emphasis on follow-up in postsecondary, to check on and help with general adjustment.

There was no overlap among projects emphasizing the purposes indicated in the first four entries above.

(e) Clear emphasis on obtaining financial aid for postsecondary training, primarily because so many clients had already applied to college prior to their connection with ETS.

(f) Apparent deemphasis on financial aid or information.

(g) Emphasis on dissemination of information over actual assistance with applications.

(h) Special efforts with high school dropouts and dropout prevention.

(i) Special efforts with those in jails or detention centers.

(j) Expressed emphasis on placement in non-college career training equal with college placement.

(k) Expressed emphasis on client placement in 4-year colleges and universities, with intention of avoiding other types of placement.

(l) Special attention to personal and family contact, family adjustment in community, family acceptance of student's attending college.

(m) Special attention to needs of a particular ethnic minority, education as a means of coping with larger society, effecting social change through education.

There was a second standard, almost universal, purpose which emerged from the site visits. That was to provide--to the extent possible--assistance of any sort requested by virtually any person. This purpose was related primarily to adults, referrals, and walk-ins, and often resulted in conferences and further referrals with both those who were taken on as clients and those who were never seen or heard from again. This tended to occur more in projects which were associated with particular ethnic minorities and where ETS became something of a "community clearinghouse." It also tended to occur where ETS was one of several activities undertaken by the sponsoring agency and thus where the target population was in evidence for more reasons than the functions of Talent Search.

8. Recruitment

There was every indication that all 20 ETS projects actively recruited clients, though of course in varying ways and to different degrees. These project operations will be treated in a subsequent section, since particular recruiting procedures are not specified in the guidelines.

9. Project Services

Among the stipulated services expected of ETS projects are the following:

(a) Services directed to immediate needs of clients:

1. Information on educational opportunities and job training.
2. Assistance with mechanics of applications and admissions.
3. Obtaining of financial aid.
4. Arrangements for other types of assistance, through referral.

(b) Services of a follow-up nature:

1. See to actual placement in postsecondary institution.
2. Checking on adequacy of financial aid.
3. Student's orientation and adjustment to campus life.
4. Assist in getting tutorial and other aid, if needed.

As noted above, all projects provided "services directed to the immediate needs of clients." These services were provided in different ways and to varying degrees. With respect to dissemination of information, for example, 15 projects operated almost exclusively through personal contact (office, school, home), while five projects had definite programs of TV and radio spots and printed announcements and brochures.

As to assistance provided in the application process, 18 projects reported that they worked directly with clients in completing applications and often sent applications to institutions and financial aid sources--while in two projects, as a matter of policy, clients were expected to prepare and submit their own applications without direct assistance. It was also learned that in a number of projects counselors took catalogs and applications with them routinely on their school rounds, and that a few projects had a regular program of client visits to campuses each year.

Many projects referred clients to other forms of assistance, although as reported, this was not done frequently. The most common sorts of referrals were to dental, mental health, and medical resources; legal assistance; placement in ABE, GED, and HEP programs; vocational training; and tutoring.

Direct assistance to clients was also provided across the 20 projects. Most often this consisted of job placement (for the summer), vocational counseling, and family counseling. There were also other sorts of assistance reported: program of cultural activities for clients, skills assessment, and tutoring.

One additional area of service should be explored in more detail. This concerns the nature and degree of academic counseling provided to clients, by which they are guided to placements where they will be most likely to succeed or will most likely find the sort of training they are interested in. To a considerable degree, this was found to be left up to the individual by virtue of his choosing the institutions he would apply to. In several projects, where the emphasis was placed on motivating students to apply to postsecondary institutions and seeing them through the process, it tended not to matter which institutions were involved. Moreover, in many projects clients were apparently encouraged to apply to several institutions so that chances of acceptance at one would be increased. Another factor was the set of institutions with which many project directors had developed favorable relations (in terms of acceptance, financial aid packages, or both); in these cases, clients were encouraged to apply to selected institutions which were a "known quantity" to the project. There also appeared to be a relatively small number of project personnel equipped to do academic counseling.

Thus, efforts to match clients to the best possible postsecondary placement were often overshadowed by other considerations. Interview information on academic counseling was obtained at 14 projects. It appeared that two projects engaged in academic counseling to a high degree and with apparent sophistication. Another six projects made sporadic attempts with some success, but academic counseling did not appear to be among their priorities. In three other projects, what was reported appeared to be minimal. And in a final set of three projects, clear statements were reported that they do not engage in academic counseling--either because it is not needed or because there are not qualified staff.

To illustrate the philosophical disparity concerning the matter of matching clients to institutions, two interview comments by project personnel are paraphrased here. At one project, counselors emphasized that they not only determine clients' interests but also help them to focus on future directions and to make wise postsecondary choices. In the other instance, a project director stated that his job was not to "judge" students, but to help them to get to college, any college, in the first place, and then "the rest is up to the college to take care of."

10. Services of a Follow-Up Nature

With respect to follow-up services, there was a considerable range of effort in this direction, from no active follow-up once the client was accepted, to extensive checking on status and needs in the postsecondary institution. Several project directors noted a desire to do more follow-up work, but also noted limitations on funds and personnel for this activity. Table 2.2 summarizes the site-visit findings on follow-up practices for all 20 projects, broken into two stages: (a) follow-up in the sense of "seeing that the student actually reaches the campus to begin his studies" (as stated in the guidelines), and (b) follow-up in the sense of providing or arranging for continued services in the postsecondary location, as needed, such as: status, further financial need, academic assistance, assurance of retention in the institution, and general adjustment.

Most projects indicated having some amount of information on both aspects of follow-up, but often this was by virtue of the clients' having made contact with the project voluntarily, or of friends or college contacts notifying the project in some way. Table 2.2 refers only to the active follow-up efforts of the 20 projects, as reported.

There was a strong correlation in the participation of projects between the two kinds of follow-up efforts. Most projects did nothing, something, or a good deal in both aspects of follow-up summarized in Table 2.2.

Other follow-up activities were mentioned across the 20 projects. Among the additional practices reported were the following:

(a) Four projects took pains to take some clients to the institution to aid in the registration process.

(b) In one project, a distinct effort is made to follow up on non-enrollees among those who had planned to enroll.

(c) One project reported a systematic follow-up effort to determine postsecondary completions. Several made percentage guesses ranging from 30 percent to 60 percent.

(d) One project reported a semi-systematic effort to follow up on postsecondary dropouts in order to urge a return to campus.

(e) One project aided ex-clients in applying to graduate school.

Table 2.2

Follow-Up Practices Reported, By Number of Projects

(a) "See client to campus," check on actual enrollment, help him register		(b) Follow-up on additional needs on campus (financial, academic, personal)	
Nature of Activity	# of Projects	Nature of Activity	# of Projects
None	3	None	11
Vague plans to do in future	1		
Summer postcard survey of clients' intention to enroll in fall	2	Vague plans	2
As convenient or necessary	3	Checks on 1/3 of clients	1
On subgroup with particular type of financial aid	1	Checks via campus ethnic counselor, or Special Services Project	2
On most problematical clients	1		
On those in nearby colleges only	1		
Check enrollment with institutions where clients had planned to enroll	3	Sends letters to clients in fall re their adjustment needs	1
Regular and thorough follow-up, using several means	5	Regular and thorough concerning retention, progress, needs; nearby in person, distant by letter	2
Check in state only (where most enroll) through systematic network of college coordinators	1		
	21*		20

* One project reported use of two approaches.

B. Other Program Variables

1. Recruitment Procedures

A variety of approaches was reported across projects, some focusing almost exclusively on high schools as recruiting grounds and others making use of several resources. Table 2.3 outlines these approaches, to give a sense of the variety involved as well

Table 2.3

Locus of Emphasis in Recruiting Contacts

Recruitment Procedure Emphasized	Number of Projects
Emphasis on recruitment in high schools	7
Roughly equal emphasis on high schools, other agencies, and walk-ins	11
Emphasis on high school age, but do not recruit in the high schools (one project is not permitted to; the other contacts youth groups)	2
	20

as some restrictions uncovered. All projects except one appeared to be responsive to walk-ins and referrals, but half of the projects did not actively recruit at referral agencies other than schools.

Among the 18 projects which recruited at high schools, 6 restricted their efforts to grade 12, another 5 projects recruited in grades 11-12, and the remainder contacted students in grades 10-12.

In addition to these major approaches by individual projects, it was found that two projects went directly to prisons and custodial facilities to recruit, that two other projects made some initial contacts at the junior high and elementary school level, and that in all there were five projects which did a considerable amount of recruiting in the street, on playgrounds, and at other locations where prospective clients might gather. Four projects reported an emphasis on seeking out dropouts in their recruitment, and seven appeared to have firm and lasting relationships with a variety of referral agencies in their areas (other than the high schools) such as U.S. Employment Service, welfare programs, Model Cities programs, Tribal Councils, and various youth groups.

2. Initial and Subsequent Contacts

The "standard" approach in recruiting at the schools was to meet with a group of students who had been recommended by school counselors or others. Typically an ETS staffer conducted the first session, though in a few cases aides served this function. A few projects required that initial contacts be individual and face-to-face in nature, three others set up either group or individual contacts at the outset, and one project regularly made initial contacts at homes as well as at schools.

There was no pattern with respect to subsequent meetings with clients who were first contacted in the high schools. In a few cases an individual conference was arranged immediately after the group session, while other projects made subsequent contacts in a variety of ways: either in groups or individually; at school, community location, home, or office; by personal contact, letter, or telephone. There was a good deal of flexibility apparent in the arrangements for subsequent contacts with clients.

As reported, initial and subsequent contacts with referrals and walk-ins were virtually all made on an individual basis, including letters and telephone calls along with personal conferences. The same appeared to be true of those individuals first contacted in the street, at clubs, or other gathering places.

Another standard feature of initial contacts, in those projects which counted a first contact as a client, was the completion of all or part of an application sheet or information card. This was sometimes done in group sessions, and sometimes only in the first individual meeting. Cards and sheets were as often filled in by the counselor or the aide as by the prospective client--and in either case important information was frequently omitted, such as date, educational level at the time of contact, financial data, names of colleges already applied to, age, etc.

There appeared to be no standard number of subsequent contacts. As noted earlier, many clients were seen or contacted once and had their immediate needs satisfied. Project records were such as to make it difficult to determine the precise number of contacts (see Chapter 6), and interviewers often obtained only estimates of contact frequency. One project, for example, estimated that all high school clients were seen three or four times a year; another reported a contact once a year; still another project reported contacts two times per month on the average. Estimates ranged from 1 contact to 12 or 15 for the total client period.

3. Geographic Coverage and Number of Schools

Table 2.4 shows the various geographic locations of the 20 projects. They are roughly divided among urban and rural constituencies, and include small cities, large cities, reservations, and whole states.

The largest projects (in terms of area and client population) were typically served by "outpost" offices or floating counselors. The two states, for example, each had eight or nine satellite locations for ETS activities, as did one of the large cities. A few other projects had counselors located in two or three strategic areas where they did the major portion of their work.

Table 2.4

Geographic Locations of 20 Site-Visit Projects

Location	Number of Projects
Large City (500,000 and over)	8
Small City (100,000-500,000)	3
Small City and Its Rural County	2
Town and Several Counties	1
Rural, One County	1
Rural, Large Area (parts of several states)	1
Tribal or Reservation Area	2
Whole State	2
	20

The number of high schools served varied from 6 (for one rural county project) to 120 for the project which covered parts of several states. The large cities usually drew from 10 to 20 high schools, and other projects worked with clients from 30 or 40 schools up to 60 or 70.

4. Communications With High Schools

Given the considerable dependence of ETS projects on high schools as referral agencies, a description of the varied relationships with those schools should aid in further understanding the dynamics of Talent Search operations. In the main, these relationships vary by school rather than by project, since Educational Talent Search projects have no control over the high schools they recruit from.

Of the 20 projects, 7 reported overall good to excellent relationships and communications with the high schools in their areas. This included easy access to counselors and student files, the schools' provision of time and space for recruiting and counseling, recommendations of usually appropriate students for Talent Search, a willingness to provide more academic counseling to the disadvantaged, and a generally receptive and cooperative attitude. However, even among these seven projects there were some schools which "cooperated generally" but would not permit ETS counselors to review the files for transcripts or test scores; in those cases school personnel provided the information on their own terms.

In an eighth project, ETS counselors were barred from contacting students in any of the city's high schools, though they did have access to school counselors. In two other projects, the overall feeling was that ETS and its personnel were merely tolerated or accommodated in many of the area schools.

The remaining 10 projects had a "some good--some bad" reaction to the question. One project, for example, reported that certain schools distinctly would not provide time and space for project work in the schools, but that other schools were more helpful in general. Personnel in 10 projects remarked that a number of the schools they worked with revealed an apathetic if not negative attitude toward minority and disadvantaged students and thus toward Talent Search. Moreover, many counselors in these schools expressed resentment at the ETS "intrusion," often referred problem students or only the cream, and in other ways resisted rather than assisted. On the other hand, these projects also reported contact with many school counselors who were sensitive to the needs of the ETS population, and provided or arranged what was asked for by the project.

Personnel at three projects indicated that some schools in their areas refused outright to participate in any way, even refusing to supply names of potential clients.

All things considered, it appeared that something close to one-fourth of the high schools were not in full accord with ETS purposes and activities, and quite a few of these actively or covertly resisted ETS efforts on behalf of the disadvantaged. The remainder were cooperative or actively helpful in a variety of ways.

5. Project Staff

Information was obtained concerning three aspects of staff interaction which appear to have a bearing on project operations. The first was staff turnover. Several projects reported considerable turnover in the staff over the years. The following specific information was also obtained: (a) in two cases a new project director had come on the job just prior to the site visit, and in a third one, an acting project director was filling in; (b) one project had lost both the project director and a counselor shortly before the site visit; (c) two projects had taken on two replacement counselors in the three months prior to the site visit; and (d) in one instance where a counselor had resigned, he was replaced for several months by a former Talent Search client. Overall, some concern was expressed about staff turnover, and in some locations it was attributed to lack of job security in year-to-year funding situations and to lack of opportunity for upward mobility within an ETS project.

Four projects reported having a regular program of staff training or orientation, primarily but not only for new staff members. Included were such activities as a workshop on financial aid, visits to campuses to meet appropriate staff and to study the admissions process, group attendance at selected professional meetings, and case study work on individual clients. Many other projects reported having weekly but often informal staff meetings where certain aspects of training may have occurred, but in the main, formal efforts at training appeared to be minimal. In this connection, it should be noted that (a) a considerable degree of staff turnover was reported and (b) many counselors--and some project directors--were evidently inexperienced when they joined ETS. Both circumstances suggest the need for systematic staff training.

With respect to opportunities for general interaction, the staff meetings referred to above were often amplified by regular and frequent contact during working hours in most projects, among counselors and between counselors and project director. In five projects, however, this did not appear to be so. Each one of them had counselors stationed "in the field" often as far away from the ETS office as 100 miles, working independently. Three of these projects had weekly or monthly staff meetings, but it was not always feasible for all counselors to attend. In a fourth, the project director visited each satellite location regularly, while staff of the fifth project very seldom met and thus had a minimum of interaction.

6. Communications With the USOE Regional Office

Projects varied considerably in their assessments of the assistance they received from regional offices in effecting their program operations. Four projects, for example, reported good to excellent relationships with the regional office, acknowledging various kinds of support and technical assistance, speedy replies to various requests, and useful monitoring. Another four projects indicated that communications and assistance were satisfactory. Seven projects (in five different regions) reported an unsatisfactory relationship, citing lack of support and technical assistance, lack of coordination, general "unavailability" of regional personnel, and inadequate means of communication, training, and direction. One project director noted that the project had been visited only once in the previous few years--with no feedback after the visit.

Another major aspect of communication was implied and expressed by four projects (in four different regions): continuing pressure from the regional office to serve large numbers of clients and intimation that projects would be evaluated and funded in terms of the numbers of clients reported. It may be noted that this is in conflict with a repeated suggestion made in the Guidelines, that projects concentrate attention on a relatively small number of clients who can be served fully and adequately with the resources available.

7. Content and Organization of Client Record Files

Individual client records and project files have been referred to in previous sections. A number of difficulties in project files have thus already been alluded to, although of course these problems did not exist in every project. However, the impression was gained that by and large, files and records were in less than satisfactory shape and that that very circumstance limited their utility in the provision of services. Some project staff felt that, under the pressure of limited funds, their time was better spent in making and maintaining contacts than in keeping records. At the same time, certain projects had very systematic and even sophisticated record-keeping procedures.

More specifically, several aspects of the content and organiation of client records are outlined below.

a) It was standard practice for client files to be maintained where the counselors worked. For most projects, this meant that files were kept in the ETS central office; this in turn meant that the same forms were used by all concerned. In at least five projects, however, the client files remained in the field with the satellite counselors or with those who traveled extensively. In these cases there was a parallel tendency for counselors to develop individual intake and record forms suited to their own styles. Moreover, in four of these projects, no duplicates of the counselor files were kept in the main office.

b) Organization of client files and completeness of content were quite highly correlated. Projects which valued organization and systematic record-keeping apparently tended to value a wide range of data and thus attempted to gather and maintain relatively complete files. Where disorganization was dominant, there was a greater likelihood that important information would be omitted from record forms (such as dates of contacts, names of colleges applied to, income, services needed). Not surprisingly, the match was far from perfect. Some projects had detailed and versatile forms but were inconsistent in obtaining complete intake data for each client or in keeping the forms updated.

c) With respect to organization, 14 projects kept files alphabetically by year of contact, which in most cases was the fiscal year. Often the files were additionally kept by school, by number of recorded contacts, and/or by counselor. An attempt was made to separate current clients from inactives or pending. Usually the current school year was considered "active," though some confusion obtained in cases where clients first contacted as juniors "last year" were now seniors to be served. The same was true of graduated seniors not yet placed in postsecondary and thus potentially to be served, but who were sometimes not considered active clients. In two projects, the files were kept chronologically by date of initial contact. The remaining four projects had accumulated their files over time, and there was no filing system by name, date, school, status, or other category, even though records for several hundred clients were involved.

d) Across the 20 projects, 11 kept file folders on each individual, containing all pertinent information. In another five projects, the formal organized client records were kept separately from related material such as application, correspondence, recommendations, and the like; the latter were frequently not filed by the same system as the formal project records. In the remaining four projects (which had no definable filing organization), all client record material tended to be maintained in one location, and pieces associated with given persons were not kept together.

e) All 20 projects had intake forms to be completed in the first or second contact. In most cases these forms were standardized within the project, but across projects the information asked for varied considerably. A number of locations used the optional USOE Talent Search intake form, while others substituted or added their own forms. The net result was wide variation in the forms used, filing system, information sought, and information actually obtained. Table 2.5 illustrates this divergence, describing the nature and content of three different intake forms.

These examples show the range of information outlined on the intake forms, Examples A and C representing

Table 2.5

Information Sought Via ETS Intake Forms

Example A

4 x 6 card

Name, sex, birthdate, address
Parent's name, occupation
High school, expected graduation
Date SAT/ACT planned for
College preference (3)

Example B

1 sheet, 8-1/2 x 11

Name, address, age, sex, ethnicity
Living with...
Marital Status
Family yearly income
Number living in home
Educational status (detailed)
Employment status
Veteran status
General health rating
How heard about ETS

(Office Use: date of contact
counselor code
client status
disposition)

Example C

3 sheets, 8-1/2 x 11

Sheet 1: USOE Talent Search Intake Form
- Name, sex, ethnicity, address
- Educational status, in school or not in school
- Veteran status
- Family or personal income
- Date of completion of form

Sheets 2 and 3: "Application"
(In addition to Sheet 1)
- Marital status, birthdate
- Parent occupation, income, and place of employment
- Family on public assistance?
- Number children in family
- Date of high school graduation
- Reason for ETS contact?
- Primary ETS objective
- Referral to other agency
- Rank in class; GPA
- School counselor's recommendation
- PCS form completed and filed?
- Colleges already applied to
- Information needed on colleges
- Financial assistance needs

extremes observed. While some projects noted more information (e.g., Example A personnel indicated non-majority ethnicity with a code letter, and Example B files had notes on grades and GPA), others omitted much that their forms outlined (e.g., Example C often omitted date of contact, income, objective, financial assistance needs, and in 90 percent of the cases page 3 was completely blank). In these cases, such "missing information" was not necessarily supplied at a later point. Example B comes closest to outlining what appeared to be the typical intake information requested, though the content of its "office use" section was quite unusual.

f) To one degree or another, projects had forms for recording continuing contacts with clients and noting services needed or provided. In a number of instances, the intake form constituted the complete formal individual file, as was true in Example A above. Counselors added notes (grades, high school completion, financial status) as information became available, but most often this was not systematic or complete.

In other projects, the approach was more formalized, with carefully designed forms for recording interviews, keeping counselor summaries, and gathering specific information on progress through the application process. Two will be referred to as examples. In one case, a section was quite regularly updated with yes-no indications of application made, application requested, acceptance, financial aid application, and whether freshman or transfer student. Space was not provided, however, as to name of institution or receipt of financial aid.

In the other case, a series of five separate sheets was developed (above and beyond the intake form). An "Application-Data Sheet" provided space for identical information on three postsecondary applications: college or program, type of institution, date of application, coded status section, and type of financial aid applied for. This was followed by a similarly-organized page devoted to acceptance data for the institution and for financial aid, with dates of application and response. Other forms related to the specifics of enrollment, follow-up information on postsecondary status and grades, and dropout or completion information for the postsecondary placement. All forms were designed for easy computerization.

g) Additional information was frequently maintained in the client files. Most projects had copies of some applications (college and financial aid) as well as Parent Confidential Statements. This sufficed as a record of applications made, although there was no provision for recording acceptances. Many projects kept academic information on a portion of their clients (such as GPA, class-rank, and transcripts), and the majority maintained correspondence files. Miscellaneous materials may also be mentioned though each was maintained in only a few projects' files. These included: autobiographies, forms for obtaining information from high school, confirmation of parent income, follow-up sheets on client status, evaluation form, and list of colleges applied to.

V. FINDINGS: PROBLEMS, RECOMMENDATIONS, AND ACCOMPLISHMENTS

One important aspect of the site visits was the solicitation of reactions from project personnel above and beyond descriptions of their program activities. For purposes of this section, these reactions have been grouped into two categories: (1) problems and recommendations for improved program operation and (2) project accomplishments. Reactions of course came from many sources, but the greater share were voiced by project directors and representatives of sponsoring agencies; chairpersons of advisory groups and counselors also provided input.

A number of the topics referred to in this section have been mentioned in earlier sections since they relate to such matters as staffing, communications, recruitment, and the like. Emphasis in this section is on the particular points individuals made when specifically asked about their concerns, their project accomplishments, or their recommendations. These topics were addressed as open-ended, unstructured questions, so that what is reported here is likely an underestimate of the number of potential responses. Discrete responses will be grouped as appropriate. It may also be pointed out that while there were a good many problems and accomplishments mentioned, by comparison few recommendations were made. Virtually all the recommendations voiced had to do with program operations at regional and national USOE levels.

Findings will be reported in terms of decreasing frequency of mention across all projects, and not in terms of number of individuals making particular points. Personnel at most projects referred to a problem or accomplishment, but a few projects are represented by a disproportionate number of entries in the subsections which follow. One project, for example, is represented in six different "problem-area" topics below and in several associated recommendations, along with seven project accomplishments.

A. Problems and Associated Recommendations Expressed by Interviewees

In many cases, when problem areas were mentioned they carried with them implicit or explicit recommendations for change or improvement. These two aspects of interviewee response are combined in this section, and are listed in order of decreasing frequency. These topics are presented as the expressed concerns of ETS staff, institutional/agency representatives, and advisory boards. It may be noted that the burden of the content of this section is on two major topics: (1) difficulties encountered in accomplishing project aims at the local level, and (2) need for systematic assistance of various sorts, mostly from the USOE regional office.

1. Inadequate funding (from combined sources or from the USOE grant), with deleterious effects on size of staff, amount of travel, contacts with postsecondary institutions, or special activities. Several projects noted the need for additional staff for specialized roles, while others pointed to the large areas and number of clients served and the difficulties encountered in trying to do so with restricted budgets.
2. Inadequate or inconsistent communication and technical assistance from the USOE regional office. Among the specific needs mentioned were:
    a) Staff training, particularly for counselors.
    b) Explicit guidelines for program operation.

    c) Advanced planning and announcements re proposal due dates.
    d) More and longer site visits by regional personnel, with provision of meaningful feedback to project.
    e) Promotion of within-region meetings of project directors for mutual assistance, and other sorts of regular communication.
    f) Evaluation of project functioning in terms of quality of work rather than in terms of numbers served.
    g) Approval of plan to serve much younger students in order to work on educational aspiration as early as possible.

3. Tendency of high schools to do less counseling once an ETS project has begun in the area, with a consequent dependence on ETS to do the high school's work in academic counseling, provision of information on colleges and financial aid, and provision of assistance to students.
4. Parental resistance to students' applying to postsecondary institutions, for economic or cultural reasons.
5. Greater visibility of Educational Talent Search as a national program, with supportive literature, a national image, and recognition on a par with other programs for disadvantaged students.
6. Apathy on the part of high school personnel toward minorities and disadvantaged students, and/or lack of cooperation with the ETS project.
7. Need for "national-level" assistance in getting institutions to cooperate, to provide financial aid more quickly, to share information, to accept ETS. This was seen as an area where the federal government's considerable clout with postsecondary institutions might be brought to bear.
8. Family income criterion cutoff level too low for the geographic areas involved, and consequent need to establish such cutoff points regionally rather than nationally.

9. Amount of staff turnover and its effects on a coordinated program. This was seen as related to a need for 3-year funding of projects insuring a greater degree of job security to staff members involved.
10. Project does not do enough follow-up on its own clients (in the sense of verifying enrollment and providing services after enrollment).
11. Sponsoring agency too big or too involved to assist as needed.
12. Competition for clients by other agencies (community, armed forces, industry) serving or seeking the same population.
13. Difficulties in working with postsecondary institutions, including lack of communication and institutional resistance to allowing fee waivers.
14. Lack of visibility of project within its own locality, and need for more project-initiated publicity.
15. Definition of a client (as a person with two contacts).
16. Advisory Board too spread out over large area to be effective.

B. Accomplishments Reported Across Projects

1. There was a general sense that adequate financial aid packages were obtained for the majority of the clients served, whether from specific institutions or a variety of sources. This was related to a general feeling that project directors had courted many institutions and then narrowed their attention to institutions most responsive to disadvantaged students.
2. Impact on specific postsecondary institutions and institutions in general was reported for a majority of the projects. This included: improved campus counseling, persuading institution to seek or provide financial aid, favorable changes in admissions policy, increased sensitivity to ethnic minorities, and reduced resistance to accepting and serving economically poor students.
3. Good working relationships with the community, particularly the ethnic community. In this sense, ETS itself became a referral agency, served as a clearinghouse, promoted ethnic awareness, established "clubs" for continued contact, etc.

4. Good working relationships with high schools, in general, as exemplified by use of school building, access to potential clients, periodic workshops in the school, two-way interaction, and successful advocacy for ETS clients.
5. Meeting the needs of persons who otherwise would not be motivated to continue schooling or who would be bypassed by schools.
6. Good working relationships with referral agencies (such as WIN, welfare, 4-H, Job Corps, veterans, churches) which referred appropriate persons and in turn had ETS to turn to as a cooperating agency.
7. Impact on high school counselors and counseling, including better counseling, counselor sensitivity, assisting ethnic minorities into college prep curricula, and--in one location--appointment of career counselors in several high schools.
8. Dropout prevention of considerable scope.
9. Assisting large proportion of clients in applying to and entering postsecondary placements.
10. Providing enrichment experiences for clients.
11. Providing family counseling, resulting in parental help and pressure to get children into postsecondary placements.
12. Marked success in obtaining fee waivers.
13. Regular career days, campus visits, recruitment conferences.
14. ETS counselor serving as role model in ethnic community.
15. Improved student and community awareness of opportunities.
16. ETS counselors strategically located in ethnic areas of city.

The majority of entries concern communication and relationships with various agencies. The fact that these were considered accomplishments was reinforced by several indications that these relationships had to be worked for, especially those with postsecondary institutions and high schools. Though far from universally mentioned, the range of groups upon which impacts were reported by interviewees shoud be noted: community, postsecondary institutions, high schools, parents, community referral agencies, dropouts, and clients.

VI. UNIQUE PRACTICES

There were many uncommon procedures among the 20 projects, and some of these have been referred to earlier (for example, one project's focusing its efforts on dropout prevention, or the method of accounting which accumulates over reporting periods) as departures from more standard practice. In this section, attention will be given to six unique practices or situations discussed in the visits. These are in no way representative of any group of projects, but have emerged as distinct circumstances which aid and abet the Talent Search mission.

1. Project is billed by several colleges for financial aid promised to given students; the project in turn obtains funds from its sponsoring agency, and thus serves as a direct funnel for financial aid to many clients.
2. Project director and counselor on leave from the Board of Education; the Board pays salaries, using USOE funds, but donates fringe benefits and other program costs.
3. Project has its own ACT code number, and thus directly receives test scores on its clients as well as financial aid needs analyses.
4. Project—in its first year—has developed a systematic series of records forms, for all purposes, which is designed for computerization.
5. Project's counselors devote part of time to work in prisons, with clients they hope they have motivated to seek further education after release.
6. The project operates statewide and is state-operated. As a result, each state institution has a designated campus coordinator to work with ETS, help clients when they arrive, and follow up on them on campus.

VII. COMMENTARY AND INTERPRETATION: TALENT SEARCH IN THE REAL WORLD

A good deal of diversity was observed in the site visits which it is not possible to explain in any coherent or fully acceptable fashion. However, it has been noted that several factors may influence this diversity, including: (1) lack of explicit guidelines and consistent monitoring of projects, (2) variable degrees of staff training, (3) variations in project emphases, and (4) different ethnic values and expectations. In addition, a number of other considerations may be considered which affect or explain the nature of program operations. These are examined below.

Several aspects of the program appear to be related to the geographic area served. The larger the area, the greater the chances that the advisory group would also be dispersed and would function minimally. In the largest areas, fewer services were typically provided to clients and the number of individual contacts was by and large more limited. Moreover, there was a tendency for subsequent contacts to be made on a group basis rather than individually, or to be accomplished by phone or letter. Similarly, there was a tendency for part-time aides to be involved in the projects serving large areas; in cases where this was not true, program services and contacts were sharply limited by the small number of permanent staff. This appeared to be equally true in cases where the client load was very heavy even if the geographic area was not large.

Another observation is that ETS may have certain negative impacts when viewed in the total context. Among such possible negative consequences, three in particular were noted as a result of the site visits to ETS projects, as follows: (1) there appeared to be a tendency for high schools to come to depend upon ETS to do their job in counseling disadvantaged students and in providing related services; (2) similarly, many clients appeared to become dependent upon ETS for services, help with personal problems, etc., to a somewhat unhealthy degree; (3) among the individual institutions and consortia of institutions sponsoring ETS, it appeared that this sponsorship might become self-serving, in the sense that ETS would function to an extent as a recruiting agency for those particular institutions.

With respect to project management, what may at first appear to be a casual or even careless approach to making contacts and keeping records is perhaps something quite different. It may mean that over time, project personnel have learned the most efficient methods for meeting the challenges inherent in this operation. That is, they may have learned that it is necessary to spread themselves thin and start with large numbers of potential clients instead of concentrating on a few--in order to have an ultimate effect on a meaningful number of persons. Further, they may have learned that systematic record-keeping on those large numbers has proved to be of little use, since many may not continue with ETS after one or two contacts.

It was observed in the visits that in many cases client self-selection was an important mode of selection for ETS--the clients in effect called the shots by responding initially, by filling out intake forms, by making it known that they needed information of assistance. This might be considered on the one hand a passive staff role. On the other hand, it may mean that counselors have learned that in any event they must await the cues from the clients: they cannot force, they may only encourage. There still seems to be a legitimate concern with the nature and number of contacts attempted by ETS staff, but seen in this additional light, they may have evolved the most practical approach under the circumstances. Talent Search is more akin to a missionary effort than a defined program for carefully selected or committed clients. In this respect, it differs considerably from Upward Bound, for example, in that it is essentially unstructured and depends to a considerable degree upon client responsiveness at the outset as well as in subsequent contacts.

Such views of ETS lead to another observation. In a sense, the ETS project is caught in the middle of a number of forces or pressures. And to succeed in its mission, it must overcome some or all of these. It cannot be expected to arrive on the scene and automatically do an effective job of filling the voids left by passive parents or apathetic schools. At the same time, the site visits led unequivocally to the conclusion that by dint of staff commitment and hard work, the projects are attempting to fill these voids, to encourage clients, to inform the uninformed, and to assist those who aspire.

Among these pressures and forces are the following: (1) parental resistance to the idea of further education, more often with respect to girls in certain ethnic groups; (2) the fact that potential clients must be both ready and responsive to what Talent Search has to offer, and that the best of programs cannot affect these attributes except by continuing and probing efforts; (3) resistance by high schools to the notion of disadvantaged students' proceeding to postsecondary education, and concomitant lack of cooperation in assisting ETS; (4) lack of personnel experienced in matters of academic counseling, and staff turnover; (5) flexible guidelines, which, while they leave projects to be creative, appear to provide a minimum of needed guidance in how to actually operate; and (6) lack of direction, monitoring, feedback, technical assistance, and support from or by the regional office, for whatever reasons.

Under these circumstances, projects may find that for many clients the greatest service is one of contact and encouragement, and thus they tend to emphasize the nourishment of motivation for advanced education over completed actual placements and appropriate records which account for such placements. They thus attempt to reach many clients who are otherwise ignored by the usual educational channels or unaware of educational and financial opportunities.

These observations are impressionistic, to be sure, since no attempt was made to evaluate Educational Talent Search by means of site visits. Without more systematic methods of gathering and analyzing descriptive data, it is not appropriate to evaluate or to judge. Thus, it is difficult to verify the accomplishments reported by various projects, just as it is difficult to verify the problems reported by interviewees or interpreted by the researchers. Nonetheless, the clear impression remains, based upon the collective experience at 20 projects, that Talent Search represents a dedicated and honest attempt to foster improved education for the disadvantaged—and at the same time, the program is affected by influences, both within and without, which result in the clear emergence of several important hindrances to the most effective program operation.

VIII. SUMMARY

Two-day site visits at each of 20 ETS projects involved extensive interviewing, the study of records and files, and some observation of program activities. There were two major purposes: (1) to aid in the description of Talent Search as a national program by studying its operation in its home territory, and (2) to define the characteristics of Talent Search clients and the nature of the services they receive. Attention in this chapter has focused on the first purpose; the second purpose is the subject of Chapter 6 (where a description of clients served in the 1973-74 program year is presented) and of Chapters 3 and 4 (which present descriptions of services provided to clients).

A major finding of the site visits was that there does not appear to be a "typical" Educational Talent Search project. In terms of program operations, the differences were larger than the similarities, although a fundamental philosophic concern with educational opportunities for the disadvantaged was common to the 20 projects visited. While all projects encouraged clients to aspire to postsecondary education, they differentially emphasized the following purposes: to complete high school, to be committed to applying to postsecondary institutions, to complete the application process for admission and for financial aid, to actually enroll in postsecondary facilities, and to become adjusted once there and to complete the program. These differences were further reflected in the number and kinds of services provided to clients and the amount of follow-up effort in their behalf after enrollment.

There were also major differences in the approach to accounting for the number of clients and services provided. Most projects did not systematically assure that their clients had indeed entered postsecondary institutions (while a few were very careful to record applications made, acceptances received, actual enrollment, and further needs on campus). Moreover, different definitions of "contact" and "client" were employed across the 20 projects, and this affected the accounting procedure--as did the fact that client files ranged from highly organized to essentially chaotic. As a result, there was considerable variability evidenced in the formal reporting on OE Form 1231 for the interim and annual periods during which the study was conducted. There were several instances of overreporting and underreporting the number of clients served in those periods and the number of clients counted as having begun studies at a postsecondary institution. There appeared to be a degree of genuine confusion among project directors concerning the particulars of OE Form 1231.

In a sense, virtually any person who requested assistance from ETS was served, whether a high schooler, a dropout, a walk-in adult, or a referral from any of the various community agencies. It seemed clear that ETS projects had a sense of the population to be served, and took every opportunity to be of service. This resulted, for example, in excellent relationships with referral agencies at many sites, and continuous, effective communication with postsecondary institutions and sources of financial aid.

All projects engaged in active recruitment of prospective clients; in several cases this included recruitment on the streets, at clubs, at corrections facilities, and at referral agencies. In recruiting and selecting clients, however, the projects employed varying criteria. While all projects assumed that the great majority of applicants needed financial assistance--and aided them in obtaining it--not all of them adhered to the same criteria concerning personal or family income eligibility. Similarly, there was relatively little evidence that projects selected clients on the basis of their exceptional potential for postsecondary placement and success. The recommendations made by referral agencies (including high schools) were generally relied upon to satisfy this criterion, although many project personnel felt that school counselors were not necessarily referring the most appropriate candidates. In any event, across all projects, the primary criterion in identifying and selecting clients was their responsiveness to the opportunity proffered by Educational Talent Search. Thus, in effect, self-selection into the program operated as a major force. It seems apparent that this process provided large numbers of clients for the ETS projects to work with and assist, and certainly many of those persons who self-selected into the program received further needed motivation and encouragement. The best test of appropriate selection, of course, would be placement and retention in postsecondary facilities. However, as noted, there were relatively few instances where the records necessary to such an empiric validation were systematically maintained.

In connection with "exceptional potential" it was also found that while there was a clear emphasis across projects on placement in colleges and universities, there was considerable attention to placement in technical schools, specialty programs, junior and community colleges, and the like.

Each project had one or more advisory groups, which in some cases served a policy and supervisory function. By and large, however, advisory groups operated in the background and were called upon as needed. Because the great majority of projects visited were sponsored by agencies rather than postsecondary institutions, ETS personnel usually reported to agency boards, although in a number of cases the lines of authority and communication were not clear to those involved.

It was also found that ETS apparently functions under varying conditions. Projects were visited which operated in rural areas, large cities, small cities, reservations, and even whole states. Moreover, projects served single as well as multi-ethnic populations, and were sponsored by a variety of public and private agencies as well as postsecondary institutions. Clients were sought from high schools, detention centers, referral agencies, the streets, and elsewhere.

Interviewees reported a number of problems which hampered their program operations. Most frequent among these were: (1) inadequate funding to cover travel and program needs and adequate staff for the number being served; (2) uneven relationships with high schools and amount of cooperation received; (3) parental resistance; and (4) insufficient technical assistance and support from the USOE regional office.

They also reported a number of accomplishments of ETS. Virtually all projects perceived that they were obtaining adequate financial aid packages for most clients, and this appeared to be related to effective relationships with institutions and sources of financial aid.

They also reported good working relationships with a wide variety of referral agencies, important relationships in which both parties benefited. A number of impacts on other institutions were described, mostly on colleges but a few on high schools and their counseling programs. ETS was credited with helping to change institutional attitudes about minority groups and disadvantaged persons and making it clear that such groups had potential for postsecondary education. A few projects reported high proportions of their clients entering postsecondary institutions.

In addition, interviewees pointed out that they were meeting the needs of many people--high schoolers as well as older persons--who otherwise might be bypassed by usual educational channels or who would not be motivated to continue their education. It is difficult, of course, to document this sort of impact, but the impression was clear among staff members as well as institutional representatives and advisory boards, that they were indeed reaching a population which otherwise would not be aware of educational or financial aid opportunities.

Chapter 3

Talent Search Project Director Questionnaire Results

I. INTRODUCTION

The Talent Search Project Director Questionnaire was designed to provide descriptive data, on a national basis, on a broad range of topics relevant to ETS project clientele, staff, services, and operations. This questionnaire consists of 44 items, many of which have more than one part. (A copy of the TS Project Director Questionnaire is included in Appendix G.)

This chapter summarizes the project directors' responses to most of these items (the excluded items are noted below) and, as a result, is rather long--it contains 58 tables, which, with the exceptions of Tables 3.1 and 3.30, have been placed together at the end of the chapter for the reader's convenience. The reader is cautioned against accepting the results presented in this chapter as being more than the representative views of project directors voiced from their own perspective.

Realizing that certain readers might be interested in the descriptive data pertaining only to selected topics or to specific questionnaire items, this introductory section provides the reader with two frames of reference: (a) a section listing of topical areas; and (b) a listing of questionnaire items that contains a reference to the section and table in which each item is covered. In addition, a summary section has been included as the last section in this chapter.

The first frame of reference, a listing of the main topics of this chapter and the section in which they are presented, is presented below.

Section II presents a brief overview of the data collection and processing procedures for the questionnaire.

Section III provides a description of responding and nonresponding projects (i.e., a responding project is one for which a project director questionnaire was received) by six basic project-related variables:

number of clients served; ethnicity of the majority of clients served; type of community in which a majority of the clients served by the project lived; whether the project was hosted by an educational or non-educational institution; age of project; and the USOE region in which the project was located.

Section IV summarizes the definitions of an ETS client as currently used by project directors. Also presented in this section are the recommendations made by project directors for changing the USOE definition of a client.

Section V summarizes the general characteristics and educational backgrounds of ETS project directors.

Section VI summarizes the responses relative to the project directors' relationships with their host institutions or agencies.

Section VII describes the scope and emphasis of the ETS programs.

Section VIII presents a description of the ETS client population and the methods and criteria used in their selection.

Section IX summarizes the relationships of ETS projects with other programs, agencies, and groups serving the disadvantaged.

Section X summarizes project directors' responses to questions about the technical assistance and services provided by the USOE national and regional offices.

Section XI summarizes the personal philosophies and the objectives of the various ETS projects as reported by project directors.

Section XII presents the problems and accomplishments reported by project directors.

Section XIII summarizes the chapter's results.

The second frame of reference, a listing of questionnaire items and a reference to the sections and tables in which responses to each item are covered, is provided in Table 3.1. As indicated in Table 3.1, this chapter summarizes project directors' responses to all items except:

a) Items 15 (a and b), 16 (a, b, and c), 17 and 18--all of these items pertain to the relationships between project directors and their advisory boards, and the project directors' responses

Table 3.1

CROSS REFERENCE BETWEEN TALENT SEARCH PROJECT DIRECTOR QUESTIONNAIRE ITEMS AND THE SECTIONS AND TABLES IN WHICH RELEVANT RESULTS ARE PRESENTED

Questionnaire Item	Reference in Chapter 3		Questionnaire Item	Reference in Chapter 3	
	Section	Table		Section	Table
1	III.F	3.8	25a	VII.C	3.35
2a	V.E	3.16,3.17	b	VII.C	3.35
b	V.E	3.18	c	VII.C	3.35
3a	V.B	3.11	26	VII.D	3.36
b	V.B	3.11	27a	VII.D	3.37
4	V.C	3.12,3.13	b	VII.D	3.37
5	V.C	3.12	c	VII.D	
6	V.D	3.14,3.15	d	VII.D	
7	V.F	3.19	e	VII.D	
8	V.F	3.20	f	VII.D	
9	VI.C		28a	**	
10a	V.F	3.20	b	**	
b	V.F		29a	VII.F	
11a	VI.D	3.24,3.25,	b	VII.F	3.40
		3.26	30a	**	
b	VI.D		b	**	
12	III.E,	3.21	c	**	
	VI.B		31a		
13	VI.B	3.22	b	III.D	3.7
14a	VI.C	3.23	32	VIII.B	
b	VI.C		33	III.C	3.5, 3.41,
c	VI.C	3.23		VIII.B	3.42
d	VI.C		34		
e	VI.C	3.23	35a	VII.E	3.38,3.39
f	VI.C	3.23	b	VII.E	
15a	*		36a	IX.B	3.46,3.47
b	*		b	IX.B	
16a	*		c	IX.B	
b	*		d	IX.B	
c	*		37	IX.C	3.48,3.49
17	*		38	IX.C	3.50,3.51
18	*		39a	VII.G	
19a	IV.B		b	VII.G	
b	IV.C		c	VII.G	
20a	VIII.C	3.44	d	VII.G	
b	VIII.C		40	XII.A	3.55,3.56,
21					3.57
22	VIII.E		41	XII.B	3.58
23	VIII.D	3.45	42a	X.B	3.52,3.53
24a	VII.B	3.30,3.33			3.54
b	VII.B	3.27,3,28,	b	X.B	3.52,3.53,
		3.29,3.31,			3.54
		3.32,3.34	43	XI.B	
			44a	XI.C	
			b	XI.D	

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* These questionnaire items pertain to relationships between the projects and their advisory councils and are covered in Chapter 5 with the results obtained from the Advisory Council Chairperson Questionnaire.

** The cost data collected in these items provide a basis for the cost analysis presented in Chapter 8.

to them are presented in Chapter 5 with the responses to the Advisory Council Chairperson Questionnaire.

b) Items 21, 31a, and 34, the responses to which are on the data file, were not presented in this report, primarily because of time and cost constraints and the fact that these data are similar to those reported to USOE on OE Form 1231.

c) Items 28 (a and b) and 30 (a, b, and c)--these items cover staffing patterns and project costs and their results are presented in Chapter 8, Cost Analysis and Staffing Patterns.

The six basic project-related variables used in Section III to describe responding and nonresponding projects were frequently used to classify selected item responses for analysis and reporting purposes. These variables were arbitrarily selected for this purpose for two basic reasons. First, the site visitation experiences (refer to Chapter 2) indicated that these variables might be related to the nature and scope of project services and activities. Second, these variables are amenable to USOE policy control and can easily be used to classify individual projects from information routinely available to USOE.

The number of questionnaire items for which responses were cross-tabulated, by the six basic or other relevant variables, was constrained by a limited budget. In addition, all of the analytical results which were conducted were not included as tabular summaries in order to keep the chapter at a reasonable size. Important or noteworthy results of any additional analysis that were conducted are presented as narrative summaries.

II. DATA COLLECTION AND PROCESSING PROCEDURES

The Talent Search Project Director Questionnaire was mailed in April 1974 to the directors of all 114 ETS projects funded in program year 1973-74. Assurances were made that all responses would remain confidential in that individual projects or personnel would not be identified. After the implementation of several follow-up procedures, 105 or 92 percent of the project directors returned questionnaires. These questionnaires were then processed through four stages: (a) validation of individual items; (b) manual coding and editing; (c) keypunching; and (d) computer editing.

Given the relatively high response rate of 92 percent, questionnaire responses were not adjusted for nonresponses. However, as noted in Section I, a brief description of nonresponding projects is presented in Section III to aid in interpreting the study results.

Although a few of the routing instructions in the questionnaire were not properly followed by some of the project directors, the data gathered from project directors contain no major limitations that preclude their use in meeting the general purposes of the study. The only questionnaire item whose utility was severely limited by inconsistent and incomplete data was item 28a, an item which requested full-time equivalent salaries for each staff member. The responses to this item were not coded or placed on the data file, but, an attempt was made to salvage some information from these data (see Chapter 8). The detailed data collection and processing procedures are presented in Appendix E.

III. GENERAL DESCRIPTION OF RESPONDING AND NONRESPONDING PROJECTS

A. General

This section provides a description of the 105 responding ETS projects (those from which project director questionnaires were received) and the nine nonresponding ETS projects (those from which project director questionnaires were not received). The responding projects are classified by the six project-related variables which are frequently used for reporting purposes in subsequent sections of this chapter and, less frequently, in Chapters 4 and 5:

1) Size of project (i.e., number of clients served).
2) Ethnicity of the majority of clients served.
3) Type of community in which a majority of clients served by the project lived.
4) Whether the project was hosted by an educational or non-educational institution.
5) Age of project.
6) USOE region in which the project was located.

The nonresponding projects are classified only by four of the above six variables--excluded are variables 4 and 5, the type-of-host-institution and the age-of-project variables, respectively. The data required to classify projects on these two variables were not readily available for nonresponding projects.

The descriptions of responding and nonresponding projects are presented below, in separate subsections for each of the six classification variables. As indicated in the ensuing descriptions, these classifications were based on data gleaned from many sources: responses to items in the project directors' questionnaires; OE Form 1231 Final Reports for the 1973-74 Program Year; and, for two nonresponding projects on which neither questionnaire nor OE Form 1231 data were available, the funding proposals submitted by the projects to USOE. In all cases, the accuracy of these classifications is no greater than the accuracy of the data source. As previously indicated in Chapter 2, the utility of the OE Form 1231 data classification purposes is limited because of their questionable validity. Also, the data obtained from the funding proposals of two projects (more specifically, data related to the number of clients served and to the ethnicity and location of the majority of clients served) are estimates of future accomplishments and their accuracy depends upon the degree to which the proposed activities were fulfilled.

The results presented in this section summarize the project directors' responses to questionnaire items 1, 12, 31b, and 33. References are made to Tables 3.2 through 3.10.

B. Size of Project

Data from the OE Form 1231 completed by ETS project directors for the 1973-74 program year were used to classify projects by size. To determine a project's size classification, a frequency distribution of the number of clients served by the projects was obtained. Natural divisions in these data and a desire to have approximately equal numbers of projects in each size category resulted in the establishment of three size categories: small projects (550 or less clients); medium projects (551 to 1100 clients); and large projects (1101 or more clients).

Of the total 114 ETS projects, 37 were classified as small projects, 41 were classified as medium projects, and 36 were classified as large projects. Table 3.2 presents a description of the nonrespondents classified by the size of their ETS project. Six of the nine nonresponding project directors were from small projects--resulting in a nonresponse rate of 16 percent among small projects, as opposed to 5 percent and 3 percent among medium and large projects, respectively. Further classifications of these data, not included here as tabular summaries, show that five of these six nonresponding directors of small projects head small urban projects, while one directs a small "reservation" project.

Table 3.3 provides a classification of responding projects by size categories. It can be seen that 30 percent of the projects were classified as small projects, 37 percent were classified as medium projects, and 33 percent were classified as large projects.

C. Ethnicity of Majority of Clients

The ethnicity of the majority of clients at each responding project was determined from the project director's responses to questionnaire item 33, which requested project directors to estimate the percent of their project's clients in selected ethnic groups. Each responding project was classified according to the ethnicity to which the majority of the clients belonged. If there was less than a 15 percent difference between client representation in the two largest ethnic groups served, or if the project director did not respond to the questionnaire item 33, the statistics reported on OE Form 1231 were used to give additional information about the number of clients in each ethnic group. In only two cases was this determination based upon a difference of less than 15 percent between the largest and the next largest group.

A frequency distribution of nonresponding projects classified by the majority ethnic group served is given in Table 3.4. On a national basis, nonrespondents were quite evenly distributed. Within specific ethnic classifications, the highest percent of nonresponding project directors was from the Puerto Rican projects (40 percent), followed by project directors from Native American (12 percent), white (10 percent), Chicano (6 percent) and black (4 percent) projects.

Table 3.5 gives the distribution of responding ETS projects classified by the ethnicity of the majority of their clients. Note that two ethnic groups--Oriental or Asian-American clients, and clients of Spanish-speaking origin other than Puerto Ricans and Mexican-Americans--do not make up the majority of any one project.

D. Location of Majority of Clients

Project director responses on questionnaire item 31b constituted the major resource for classifying responding projects according to the location of the majority of their clients. This item requested that ETS project directors give the percent of the project's clients that live in each of the following nine types of communities: (1) a reservation; (2) a rural or farming community; (3) a small city or town of fewer than 50,000 people that is not a suburb; (4) a medium-sized city (50,000 to 100,000 people); (5) a suburb of a medium-sized city; (6) a large city (100,000 to 500,000 people); (7) a suburb of a large city; (8) a very large city (over 500,000 people); and (9) a suburb of a very large city.

These nine location areas were then collapsed into the following three general community categories.

1) Category 1: a reservation or a rural or farming community (includes types 1 and 2 above).
2) Category 2: a small or medium-sized city with no more than 100,000 people (includes types 3, 4, and 5 above).
3) Category 3: a large city with more than 100,000 people (includes types 6, 7, 8, and 9 above).

Each responding project was placed in one of these three categories by determining the location in which the majority of its clients lived. If there was less than a 15 percent difference between the percents of clients in the two categories with the largest representation, additional information was obtained from the OE Form 1231 statistics for 1973-74 and the original project proposal. There were only four cases where a responding project was classified with less than a 15 percent difference between two categories with the greatest representation. All nonresponding projects were classified into one of the following three broad categories on the basis of the OE Form 1231 and funding proposal data: reservation, rural, or urban.

Table 3.6 presents a distribution of nonresponding ETS projects classified by the location of the majority of the clients served by the project; Table 3.7 gives a summary breakdown of the responding projects by four "location" classifications, two of which correspond directly to two of the categories used in Table 3.6. The rural and reservation classifications were combined to increase the cell sizes for reporting purposes and because the majority of clients served by reservation projects were located in rural areas. As reflected in Table 3.7, in 45 percent of the 105 responding projects, a majority of the clients served resided in large or very large cities.

E. Non-Educational or Educational Host Institution

ETS project director responses to questionnaire item 12 were used to classify ETS projects according to whether or not the project is hosted by an educational or by a non-educational institution or agency. This classification scheme was not applied to the nonresponding projects.

In item 12, the directors were asked to indicate whether the institution or agency sponsoring their project was a (1) public educational institution; (2) private educational institution; (3) consortium of educational institutions; (4) agency for a consortium; (5) private/nonprofit agency; (6) public agency (e.g., city, county, or state); or (7) some other type of institution or agency. All institutions or agencies sponsoring projects for the 1973-74 program year were placed in one of these categories. The subset of educational institutions was then defined to include any public or private educational institution or consortium of educational institutions (categories 1, 2, and 3 above). The non-educational institutions included any agency for a consortium (category 4), any private/nonprofit or public agency (categories 5 and 6), and any other types of institutions or agencies (category 7). Forty-nine (47 percent) of the 105 responding ETS projects were hosted by educational institutions, 56 (53 percent) projects were hosted by non-educational institutions.

F. Age of Project

The number of years that each responding project has been in operation was determined from responses to questionnaire item 1, an item which requested project directors to fill in the number of years and months that the project has been in existence. (Nonresponding projects were not classified by "age.") Table 3.8 presents a summary of the classification of the responding ETS projects by the number of years they have been in existence. Since the ETS program was initiated in 1965, none of the projects funded in Program Year 1973-74 could have been more than nine years old. The nonresponse category in this table reflects three project directors who returned a questionnaire without completing item 1.

G. USOE Region Location

The USOE regions in which the ETS projects are located were also used to classify the responding and nonresponding projects (see Appendix C for a definition of each USOE region). The number and percent of nonrespondents, by USOE region, is shown in Table 3.9. Region II has both the highest percent of nonrespondents for a region (27 percent) and the highest percent of nonrespondents based on the national total (3 percent). Region I had the second highest nonresponse rate (25 percent). Five regions (III, IV, VI, VIII, and X) had a 100 percent response rate.

The distribution of the 105 responding projects is presented in Table 3.10 by USOE regions.

IV. DEFINITIONS OF AN ETS CLIENT

A. General

The official definition of an ETS client for reporting purposes on OE Form 1231 (see Appendix B) is:

> "An individual who has received two or more personal contacts of sustained counsel by the project director or his representative."

It became apparent, however, in the design phase of the study that this definition was not used consistently across projects. Part A of questionnaire item 19 asked project directors to indicate how their project defined an ETS client in filling out the OE Form 1231. Ninety-nine of the 105 project directors who returned questionnaires answered this question.

Part B of questionnaire item 19 asked project directors to give a definition of a client which they would recommend that USOE adopt for reporting purposes. Eighty-eight of the 105 project directors who returned questionnaires responded to this item.

The responses to Parts A and B are discussed in separate subsections below. There are no supporting tables for this section.

B. Definitions Used by Project Directors

Nine (9 percent) of the responding 99 project directors reported using the USOE definition, precisely as stated with respect to the number and definition of contacts. Eight of the remaining 90 project directors responded with general definitions which specified neither the number of contacts required nor a definition of what constitutes a contact. Examples of these general definitions are:

1) A client's eligibility is determined by income.
2) A client is anyone who seeks, needs, or has been recommended for ETS services by school or community personnel.

The definitions specified by the other 82 project directors tended to follow the format of the USOE definition in that both the number of contacts that a client must have and the method used to define a contact were specified. The responses for these 82 projects are summarized as follows:

1) Eighteen or 22 percent of the 82 projects use only one contact as a basis for declaring a person a client on OE Form 1231. Five stated that this one contact had to be sustained counsel (e.g., personal, face-to-face); three did not define the one contact; three defined a contact as a group meeting, mass mailing, correspondence, telephone call or personal interview; and seven made general qualifications (e.g., "anyone for whom an intake form has been completed"; "anyone who seeks or needs ETS's services").
2) Forty-eight or 59 percent of the 82 projects required 2 or more contacts as a basis for determining client status. Eight of the 48 projects did not define the type of contact; 9 stated that the contacts must be sustained counsel (e.g., personal, face-to-face); 25 projects defined a contact as being a mass mailing, correspondence, telephone call, or a personal interview; and 6 projects defined a contact in general terms (e.g., "anyone on whom ETS has an intake form of some type"; "anyone who is eligible by income criteria").

3) Sixteen projects (20 percent of the 82 projects) required "at least three or more" contacts before a person is accepted as a client. Of those 16, one did not define the type of required contact, 6 stated that the contact must be sustained counsel (e.g., personal, face-to-face); 6 stated that the contacts could be mass mailings, group meetings, correspondence, telephone calls, or personal interviews; and 3 defined a contact in general terms (e.g., "anyone seeking or needing services of ETS"; "anyone who meets income criteria"; or "anyone who ETS has started to work with").

In summary, 18 projects (18 percent of the 99 responding projects) required a minimum of one contact to define a client on OE Form 1231; 57 projects (58 percent of the 99) required a minimum of two contacts; 16 projects (16 percent of the 99) required at least three contacts; and it was not possible to determine the number of contacts for the remaining 8 (8 percent) of the responding projects. When the nature of a contact is considered, 40 (40 percent) of the 99 project directors stated that they used the formal USOE definition of "sustained counsel by the project director or his representatives"; 38 (38 percent) did not require sustained counsel; and it was not possible to determine the definition of a contact for 12 (12 percent) of the responding projects.

When projects were classified by age, regional location, size, and location of majority of clients, there was remarkably little variation within the project categories in the client definitions as reported by the project directors.

C. Definitions Recommended by Project Directors

The responses of project directors to an open-ended request for their recommended definition of a client are summarized as follows:

1) Thirty-three (38 percent) of the 88 respondents felt that the current USOE definition, as stated on the OE Form 1231, is satisfactory--no additional recommendations were needed. (As

discussed in the previous section, however, only nine project directors had indicated that they followed the USOE definition without any modifications.)

2) Thirty (34 percent) of the 88 respondents recommended that the definition of a contact be generalized to include, in addition to sustained counsel, personal interviews, group meetings, correspondence, and telephone contacts made or conducted by project personnel. Within this definition of a contact, these 30 project directors further specified the minimum number of contacts which should be required for USOE reporting purposes: 17 recommended a minimum of 1 contact; 9 recommended a minimum of 2 contacts; and 4 recommended a minimum of 3 contacts.

3) The remaining 25 (28 percent) of the 88 respondents recommended general definitions that evaded the contact question. That is, they did not mention the number of contacts required nor the way in which a contact should be defined. Examples of definitions in this category are: "anyone who needs ETS services;" "definition should be left up to the staff of each individual project;" or "anyone who meets income and exceptional potential criteria."

V. GENERAL CHARACTERISTICS AND EDUCATIONAL BACKGROUNDS OF ETS PROJECT DIRECTORS

A. General

This section presents a national profile of ETS project directors on selected background characteristics: (1) age and sex; (2) ethnicity and bilinguialism; (3) home community; (4) relevant occupational experience; and (5) educational background. These results summarize the responses to questionnaire items 2a, 2b, 3a, 3b, 4, 5, 6, 7, 8, 10a, and 10b. Referenced in these discussions are Tables 3.11 through 3.20.

B. Age and Sex

Table 3.11 presents a cross-tabulation of the responses of ETS project directors to the sex and selected age groupings requested in questionnaire items 3a and 3b. A majority (69 percent) of ETS project directors are males. Almost three-fourths of the ETS project directors are 26 to 45 years of age.

C. Ethnicity and Bilingualism

Table 3.12 presents a distribution of ETS project directors by ethnic categories and speaking fluency in non-English languages. These data were collected through questionnaire items 4 and 5 respectively.

It should be noted that the totals in Table 3.12 do not add across because project directors may speak more than one language. The results presented in this table show that 32 percent of the project directors speak at least one non-English language (29 percent speak just one non-English language and 3 percent speak more than one non-English language), a majority of whom (54 percent) are project directors from a Spanish-speaking origin. Only one (5 percent) of the project directors from a Spanish-speaking origin does not speak a language other than English as opposed to 57 percent of the Native American project directors, 90 percent of the white project directors, and 92 percent of the black project directors. These results suggest that the majority of project directors who have speaking fluency in a non-English language are from subcultures where a non-English language is a part of that subculture.

To provide additional insight into the relationship between the ethnic backgrounds of the project directors and the clients served by their projects, the ethnicity of the ETS directors and the ethnicity of the majority of their clients were cross-tabulated. As indicated in Table 3.13, a total of 90 (86 percent) of the 105 ETS projects (12 or 86 percent of the predominantly Native American projects; 45 or 90 percent of the black projects; 15 or 83 percent of the Mexican-American projects; 3 or 100 percent of the Puerto-Rican projects; and 15 or 79 percent of the white projects) are directed by a project director with the same racial background as the majority of the project's clients.

D. Home Community

Each project director was asked to indicate, in response to questionnaire item 6, the type of community in which most of his/her time was spent during two time periods: (1) through high school and (2) since leaving high school. Table 3.14 presents a summary table of their responses. It is interesting to note that after completing high school, project directors moved away from reservations, rural areas, and small or medium cities to the larger cities (i.e., those with a population of over 100,000 people). In effect, 66 percent of the project directors lived through their high school years in cities with a population of less than 100,000, while only 41 percent of the project directors spent most of their time after leaving high school in cities with a population of less than 100,000.

To further determine the degree of similarity between the backgrounds of the ETS project directors and the clients served in their projects, data were cross-tabulated to determine the number of project directors who lived in a type of community similar to that in which a majority of their clients live. Table 3.15 summarizes these cross-tabulations by the following time periods: (1) through high school only; (2) since high school only; and (3) both through and since high school. Observe that the nine "type-of-community" categories used on Table 3.14 were collapsed into three more general categories in Table 3.15.[1]

The results presented in Table 3.15 indicate that 81 percent of all ETS project directors have spent most of their time either through high school (19 percent), since high school (19 percent), or both through and since high school (43 percent) in a type of community similar to that in which a majority of the clients at their project lived. It is also interesting to note that 93 percent of the project directors who head projects with a majority of clients living in a large or very large city location have at one time lived in an environment similar to that of their clients, as opposed to 74 percent of those directors who are in charge of projects classified as rural/reservation projects and 67 percent of those directors who head projects in the small/medium city category.

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[1] "Rural/Reservation" includes a reservation and a rural or farming community. "Small/Medium City" includes a small city or town of fewer than 50,000 people that was not a suburb, a medium-sized city (50,000 to 100,000 people) and a suburb of midium-sized city. "Large/Very Large City" includes a large city (100,000 to 500,000 people), a suburb of a large city, a very large city (over 500,000 people), and a suburb of a very large city.

E. Relevant Occupational Experience

Table 3.16 provides a summary of the number of years of experience that the various project directors have had as directors of their present ETS projects (responses to item 2a). It is readily observable that one-third (33 percent) of the ETS project directors have directed their present ETS project for less than one year, and two-thirds (66 percent) have directed their current projects for less than three years. Checking back with Table 3.8, however, it can be noted that at least 18 percent of the projects are less than one year old and at least 38 percent are less than three years old. (The qualifying term "at least" was used because of the three nonresponses included in Table 3.8.)

To determine the previous experience that ETS directors have had directing programs, the number of years of experience as director of their present ETS project was cross-tabulated with the number of years of experience as a project director of other ETS, UB, or related projects. Table 3.17 presents the results of this cross-tabulation. Note the high nonresponse rates associated with each of these "experience-related" items. Also observe that the categories indicating the number of directors with experience in ETS, UB, or a related projects are not mutually exclusive and a project director may have had experience in more than one project.

The results presented in Table 3.17 show that 17 percent of the ETS project directors have served previously as directors of an UB project, 39 percent have served as directors of other related projects, and only 3 percent of all ETS project directors have previously directed another

ETS project. It is also quite interesting to note that a large number--21 to 32, depending upon the number of directors who directed more than one type of project--of the 35 project directors who have less than one year's experience directing their present ETS project have had previous experience directing other projects; i.e., 11 (31 percent) of these directors have at one time served as directors of an UB project and 21 (60 percent) have directed some other related project.

To further determine the types of previous experience of ETS project directors, the number of years of experience as an ETS project director was cross-tabulated with the years of experience in some other capacity in ETS, UB, or related projects (as gathered through questionnaire item 2b). This information is summarized in Table 3.18. It is of particular interest that 41 percent of the ETS project directors served in another capacity in the same ETS project, whereas only 3 percent of the ETS project directors have served in some other capacity in another ETS project. Eleven percent of the project directors have had experience (other than as a project director) in an UB project, and 40 percent have served in a similar capacity in a related project. Of special importance is the fact that a majority of those ETS project directors who have directed an ETS project for two years or less have had related experience in other projects; that is, almost one-half (47 percent) have served in some other capacity in their present ETS project, and approximately two-thirds (69 percent) have served as a staff member in another ETS project, or in a UB project, or in some other related project.

Note that combining the number of project directors with experience in the four "experience" categories of Table 3.18 (and in Table 3.17) could result in an over-estimate since a project director could have been placed in two or more of these categories. On the other hand, however, the rather high nonresponse rate does suggest that the results presented in Tables 3.17 and 3.18 probably underestimate the percent of ETS project directors with previous experience.

F. Educational Background

Table 3.19 presents a summary table of the highest postsecondary educational degrees earned by ETS project directors (as gathered by questionnaire item 7). Observe that 86 percent of the ETS project directors have a degree requiring at least four years of postsecondary education.

To provide additional information about the directors' educational aspirations and training, the highest educational degree earned by each director was cross-tabulated with his current enrollment status in a degree program (questionnaire item 8) and his attendance in any special training programs which focused on working with disadvantaged students (questionnaire items 10a and 10b). These results, presented in Table 3.20, show that 35 percent of all the ETS project directors are currently enrolled in a degree program. Notice that 50 percent of the directors with no degree and 78 percent of the directors with a degree or diploma based on less than four years' work are currently enrolled in a degree program.

Table 3.20 also indicates that over half (58 percent) of the ETS project directors have attended special training programs in teaching or counseling the disadvantaged student. Though not reflected in Table 3.20, of those 61 project directors who did attend a training program, 21 percent attended only one such program, and 79 percent attended at least two or more programs. Furthermore, 61 percent of the project directors who attended at least one training program and 67 percent of those who attended at least two or more programs specified that the program lasted five days or less.

VI. ETS PROJECT DIRECTOR RELATIONSHIPS WITH HOST INSTITUTIONS/AGENCIES

A. General

This section provides insight into the types of institutions which host ETS projects, the degree of the involvement of these institutions in other similar programs, and the position of the project and its director within the institutional hierarchy. Summarized in this section are responses to questionnaire items 9, 11a, 11b, 12, 13, 14a, 14b, 14c, 14d, 14e, and 14f. References are made to Tables 3.21 through 3.26.

B. The Host Institution

A summary of the types of institutions hosting ETS projects, as provided through questionnaire item 12, is presented in Table 3.21. These results show that 40 percent of ETS projects are hosted by private/nonprofit agencies, followed by public educational institutions (30 percent), private educational institutions (12 percent), public agencies (11 percent), a consortium of educational institutions (5 percent), and an agency for a consortium (2 percent). Observe that 47 percent of the host institutions can be described as educational institutions[2/] and 53 percent can be defined as non-educational.[3/]

The ETS projects hosted by the various types of institutions listed in Table 3.21 were also cross-tabulated by the size categories defined previously in Section III.B. to determine if a relationship exists between the size of a project and the type of institution hosting it. The results of this cross-tabulation did not indicate any significant relationships between these two variables.

Table 3.22 classifies that subset of host institutions which are educational institutions according to program emphasis and source of institutional support, i.e., public or private. (The program emphasis data were obtained through questionnaire item 13.) Note that the host educational institutional category in this table excludes any project hosted by a consortium of educational institutions. The results in Table 3.22 show that 30 percent of the educational institutions sponsoring

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[2/] Educational institutions include a public educational institution, a private educational institution, and a consortium of educational institutions.

[3/] Non-educational institutions include an agency for a consortium, a private/nonprofit agency, and a public agency.

ETS projects are private institutions and 70 percent are public institutions. Also, a majority (80 percent) of all educational sponsoring institutions are four-year colleges, most of which are public institutions; i.e., over one-half (54 percent) of all projects hosted by educational institutions are hosted by four-year public colleges.

C. Relation of Project Director to Host Institution

Questionnaire item 14 (parts a, b, c, d, e, and f) requested project directors to indicate their status and position (i.e., faculty status, academic rank, administrative appointments, tenure, service on a planning or advisory committee, immediate supervisor) at the host institution. The results reported in Table 3.23 show that 47 percent of the project directors at an educational host institution[4/] have faculty status, 14 percent have tenure, 33 percent have an administrative appointment, and 60 percent are serving on a planning or advisory committee.

Though not reported in tabular summary, a majority (55 percent) of the project directors with faculty status are assistant professors or instructors, 10 percent are professors or associate professors, and 20 percent have some other faculty position such as lecturer, counselor, or adjunct professor. (Fifteen percent of the project directors did not respond to this item.) In addition, only 30 percent of those directors with faculty status have tenure.

Further classification of the 14 project directors with administrative appointments indicates that 12 (86 percent) are department heads at the host institution and 2 (14 percent) hold some other administrative position (one is a division chairman, the other is on the board of trustees).

Special subclassifications of the position and status of ETS project directors in public or private host institutions and in two-year, four-year, vocational/technical, or other types of institution were generated to determine if the position and status of the directors varied according

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[4/] Note that here educational institutions include only private and public educational institutions; a consortium of educational institutions is not included.

to the type of ETS host institution. Though these results are not reported in tabular form, little or no difference existed between public and private host institutions regarding the percent of project directors with faculty status, academic rank, administrative appointments, or service on a planning or advisory committee. However, there was a difference between public and private host institutions relative to providing tenure for project directors. None of the 6 project directors with faculty status at private host institution have tenure while 6 of the 14 (43 percent) project directors with faculty status at a public host institution have tenure.

ETS project directors were also asked (in questionnaire item 14d) to indicate the title of the position of their immediate supervisor at the host institution or agency. Forty-seven of the 49 project directors at ETS projects hosted by educational institutions responded to this question. Twenty-one percent of the respondents noted that their immediate supervisor was the president or vice-president of the college or university; 34 percent stated that their supervisor was an academic or a non-academic dean, a department chairperson, or the director of admissions; 23 percent indicated that their supervisor had some lower academic or non-academic appointment, such as assistant dean, assistant registrar, etc.; and 21 percent said that their immediate supervisor was the director or coordinator of special programs at the university.[5] The majority (80 percent) of the 50 responding project directors at projects hosted by non-educational institutions noted that their immediate supervisor was the executive or assistant director, or the chairman of the board of their sponsoring agency, while 12 percent were supervised by education or program coordinators and 8 percent were supervised by others (e.g., the agency's board of trustees, an agency council, or some other administrative person connected with the agency).

Questionnaire item 9 requested a "yes" or "no" response to the following question: Are you eligible for any retirement benefits? Fifty percent of the project directors answered "yes," 48 percent said "no," 1 percent did not respond, and 1 percent "did not know."

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[5] These percents do not total 100 because of rounding error.

D. Involvement of Host Institution In, and Degree of Cooperation With, Other Programs for the Disadvantaged

This section presents a summary of the responses to questionnaire items 11a and 11b, which asked project directors if the institution or agency sponsoring their ETS program administered other programs for the disadvantaged and, if so, to indicate the degree of cooperation[6/] which existed between their program and other programs sponsored by the host institution or agency. Table 3.24 shows the number and percent of host institutions sponsoring other types of programs for the disadvantaged; i.e., 37 percent sponsor an Upward Bound (UB) program, 31 percent sponsor a Special Services (SS) program, 64 percent sponsor other federal program(s) for the disadvantaged, and 49 percent sponsor non-federal program(s) for the disadvantaged. One should observe the relatively high nonresponse rates for these questionnaire items.

The results presented in Table 3.24 do not reflect the fact that many of ETS host institutions, in addition to sponsoring an ETS project, sponsor programs in two or more of the related program categories. The number and percent of ETS host institutions sponsoring various combinations of related programs are indicated in Table 3.25. As indicated in Table 3.25, 18 (17 percent) of the projects sponsor only an ETS project. Items 2 through 5 in Table 3.25 show that 29 (28 percent) institutions sponsor ETS and one of the other related programs. The sum of the results for items 6 through 11, show that 58 (56 percent) of the institutions sponsor an ETS project and two or more of the related program categories.

An important limitation of the results presented in Table 3.25 should be noted at this point. Each project director was asked to indicate in questionnaire item 11a whether or not his project's host institution sponsored a program in each of the four categories shown in Table 3.24. There were a total of 68 nonresponses to the 420 individual items (4 categories x 105 questionnaires) used to solicit this information.

[6/] Project directors were asked to rate the degree of cooperation with other programs sponsored by the same host institution as very low, low, moderate, high, or very high.

These 68 nonresponses were distributed over 31 of the 105 projects for which a complete questionnaire was received. Consequently, the results in Table 3.25 could be considered as a lower bound for the number of ETS host institutions which also sponsor other programs for disadvantaged students.

The degree of reported cooperation between ETS projects and the other programs for disadvantaged students that are sponsored by their host institutions is reported in Table 3.26. In general, a high or very high degree of cooperation is reported between ETS projects and the other programs sponsored by the same host institution. For those projects whose ETS host institution sponsors an UB project, 89 percent of the project directors reported a high or very high degree of cooperation, followed by: 85 percent of those project directors whose host institution sponsors a SS program; 80 percent of those whose host institution sponsors other federal programs; and 77 percent of those whose host institution sponsors other non-federal programs for the disadvantaged.

Several additional cross-tabulations were made to determine if the degree of cooperation between ETS projects and other programs sponsored by the same host institution varied according to the number of other programs sponsored. The results of these cross-tabulations provide no evidence that the degree of cooperation reported between ETS projects and other programs sponsored by the same host institution was related to the number of other programs being sponsored.

Of the 105 project directors who returned questionnaires, 29 responded to an open-response item (item 11b) which asked the project directors to give suggestions about improving the cooperation between their program and the other programs sponsored by their host institutions. Each project director was requested to respond only for those programs with which a higher degree of cooperation was desired, and to indicate the specific programs to which the recommendation applied. Given that most ETS project directors had indicated the existence of a high or very high degree of cooperation between programs within their host institution, the small number of responses to this question is not surprising.

In general, the suggestions offered by the project directors were directed toward the establishment of closer working relationships between programs. However, only two specific suggestions were made by more than two respondents. The first, made by nine respondents, suggested that communications, interactions, and exchanges of information between projects be improved. None of the nine respondents, however, offered any methods for bringing about these improvements. The second suggestion was made by eight respondents. It called for a greater joint effort in undertaking such activities as field trips, social gatherings, educating the public and soliciting its support, conducting training sessions and work shops, providing tutors, and arranging for speakers.

Because of the manner in which the above suggestions were listed by project directors on the questionnaire, it was not possible to determine the specific program (e.g., Upward Bound or Special Services) to which each suggestion was directed.

VII. PROGRAM SCOPE AND EMPHASIS

A. General

This section summarizes the project directors' responses to questionnaire items related to general scope and emphasis of their projects. Many of these items solicited responses to long listings of specific types of activities and services. In addition, the results were often cross-tabulated by one or more of the "project-classification" variables previously defined in Section III of this chapter. As a result, this section is long and is supported by 14 tables, Tables 3.27 through 3.40.

The titles of the subsections included in this section are listed below for the convenience of those readers interested only in those portions of this section that relate to specific topics or questionnaire items. Shown in parenthesis after each subsection title are the specific questionnaire items covered in the subsection.

Subsection B: General Types of Project Activities (24a and 24b).

Subsection C: Organized Client Services and Activities (25a, 25b, and 25c).

Subsection D: Follow-Up Activities on Former Clients (26, 27a, 27b, 27c, 27d, 27e, and 27f).

Subsection E: Student Counseling- and Performance-Related Information Maintained in Project Files (35a and 35b).

Subsection F: Staff Training Activities (29a and 29b).

Subsection G: Evaluation Activities (39a, 39b, 39c, and 39d).

B. General Types of Project Activities

ETS project directors were presented (in questionnaire item 24b) a list of specific activities and asked to indicate whether or not their projects engaged in each activity. Each specific activity was classified in one of five general categories:

1) Recruitment Activities.
2) Community Activities.
3) Direct Student Services.
4) Efforts to Improve the Quality of Educational Opportunity.
5) Administrative Activities.

An "other" category was included as an open-response item to allow project directors to add to this list of activities; however, only 10 of the 105 project directors indicated some "other" activity, with no single activity being mentioned by more than three directors. A summary of the project directors' responses to item 24b is presented in Table 3.27.

Looking first at the recruitment activities, it is noted that field work with the schools, field work with the community, and serving "walk ins" are the primary modes of recruitment of practically all of the ETS projects. In addition, approximately three-fourths of the projects conduct "on the street" activities to contact potential clients.

Most of the ETS projects indicated involvement in all three of the listed community activities. However, the site visit experiences suggest that although 95 percent of the projects are "making home contacts ...," this activity is pursued to a very limited degree within the projects.

There is a wide variation in the number of projects conducting activities related to direct student services. Few projects offer tutoring or course work in basic academic skills (24 percent), conduct social activities for clients (34 percent), or provide cultural activities (39 percent) for clients. Most projects, however, engage in those activities that would be expected to provide a more immediate payoff for entry into secondary or postsecondary education; e.g., formal counseling sessions, letters and telephone calls encouraging clients to pursue additional education, establishing contacts with postsecondary institutions, and assisting clients in completing admission and financial aid forms.

Most projects conduct activities to improve the quality of educational opportunities for the target population. The largest percent of project directors (95 percent) engaged in community service and organizational activities to improve the quality of educational opportunity, followed by 88 percent who worked with postsecondary institutions.

Except for fund raising activities, which were conducted by only 53 percent of the projects, the listed administrative activities were engaged in by most of the projects.

The above results provide no indication of the level of effort or the degree of importance attached to each specific activity. Project directors were requested to provide level-of-effort rankings for these activities but the resultant rankings could not be properly interpreted. Although the instructions for ranking these activities seemed to be quite clear and explicit (refer to questionnaire item 24b in Appendix G), they were misinterpreted by a large percent of the respondents. However, each project director was also asked in questionnaire item 24a to estimate the percent of project effort that is expended in each of the five general categories of activities. Although questionnaires were received from 105 project directors, 3 of these responding directors did not answer this particular item (2 were directors of rural projects, 1 was a director of a large city project). The median of the various percents-of-effort spent by all projects on each of the general activity categories is as follows (shown in parenthesis is the range of percents reported):[7]

1) Recruitment--25 percent (0-90).
2) Community Activities--10 percent (0-25).
3) Direct Student Services--30 percent (0-80).
4) Efforts to Improve Quality of Educational Opportunities--5 percent (0-35).
5) Administration--10 percent (0-80).

A single project reported expending *no* effort on "recruitment," 4 projects reported no effort on "community activity," 3 reported no effort on "direct student services," 14 reported expending no effort to "improve the quality of educational opportunities," and 3 reported no effort on "administration." No explanation can be given for the absence of effort expended in these areas. However, it is especially difficult to understand how a project can function without recruitment, provision of direct student services, or administration.

Additional analyses (cross-tabulations) were conducted to explore differences which might exist between various types of ETS projects in the kinds of specific activities conducted and the percent of effort expended in broad activity areas. In these analyses, projects were grouped by the six classification variables previously defined in Section III of this chapter, i.e., the size of the project, the ethnicity of majority

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[7] The sum of "k" categories of the averages (means) of the percents-of-effort expended over "n" project directors must sum to 100 percent since a sum of averages is equivalent to an average of sums; i.e.,

$$\sum_{j=1}^{k}\left[\frac{\sum_{i=1}^{n} X_{ij}}{n}\right] = \frac{1}{n}\sum_{j=1}^{k}\left[\sum_{i-1}^{n} X_{ij}\right] .$$

This is *not* the case with medians which do not take into account the *values* of numbers, only their *order*.

of the project's clients, the location of majority of the project's clients, the type of institution hosting the project, the age of the project, and USOE region in which the project is located. The results of these separate analyses are discussed below.

For purposes of these particular analyses, the following criteria were arbitrarily established for determining differences between project categories in the percents of projects conducting various kinds of activities: (1) for projects grouped by all classification variables except the USOE regional location, differences of more than 10 percentage points were considered noteworthy; (2) since classifying projects by the 10 USOE regions placed a relatively small number of projects in each region, a difference of more than 20 percent was required to be noteworthy. If there was not at least one noteworthy difference in the percents of any two of the various types of projects conducting a specific activity, the activity was not included in the table in which the results were displayed. These criteria and display procedures were followed throughout the remainder of this report for presenting and discussing the results of cross-tabulations by any of the six project classification variables.

1. Size of Project

When projects are grouped according to the three size classifications (large, medium, and small), the median (and range of percents) percents-of-effort expended on the general types of activities were remarkably consistent across size categories. None of the differences between size categories approached the 10 percent cut-off level; in fact, the largest difference was only 5 percent.

There were noteworthy differences between size categories on 14 of the specific activities listed in Table 3.27. These 14 activities are shown in Table 3.28. Notice that none of these differences occurred in the Recruitment and Community Activities categories. With one exception (obtaining services for students), a lower percent of the small projects engaged in the activities. In 10 of the 14 activities, there was a direct relationship between the size categories and the size of the percents of projects engaging in the activity.

2. Ethnicity of Majority of Clients

In only one of the five general activity areas--the area of recruitment--were there noteworthy differences across the four project ethnic classifications in the median percents-of-effort expended. (The Puerto Rican classification, with three projects, and the "other" category, with a single project, were dropped because of their small numbers.) The median percents-of-effort expended on recruitment by projects in the four ethnic groupings were (the range of percents is shown in parenthesis): 40 percent (10-90) for Mexican-American projects, 30 percent (10-65) for white projects, 20 percent (0-90) for black projects, and 18 percent (5-60) for Native American projects.

When projects were classified by the four ethnic groupings, there were noteworthy differences in the percents of projects engaging in 19 of the specific selected activities. Those activities in which differences were noted are displayed in Table 3.29.

3. Location of Majority of Clients

The median percents-of-effort expended in two important areas, recruitment and direct student services, varied across projects classified by the location of the majority of their clients. Four categories were used in this analysis: Reservation, Rural, Small/Medium City, and Large City. The results shown in Table 3.30 indicate that rural area or small/medium city projects devote more effort on recruitment and less effort on student services than reservation or large city projects.

Table 3.30

ACTIVITY AREAS FOR WHICH NOTEWORTHY DIFFERENCES WERE NOTED IN MEDIAN PERCENTS-OF-EFFORT EXPENDED BY PROJECTS CLASSIFIED BY LOCATION

(All percents are based on column totals)

	Project Classifications			
Activity Areas	Reservation (n=8)	Rural (n=21)	Small/Medium City (n=27)	Large City (n=46)
Recruitment				
Median Percent	10	35	40	20
Range of Percents	5-60	5-90	3-80	0-90
Direct Student Services				
Median percent	30	20	30	40
Range of Percents	10-77	0-60	0-80	3-80

Table 3.31 lists those specific activities in which differences were noted in projects classified by the type of community in which the majority of their clients were located. (The reservation and rural classifications were combined in this analysis.) Twelve such activities are included in this table. It is interesting to note that fewer projects with clients located in small or medium cities conducted or provided social and cultural activities.

4. Type of Host Institution (Educational or Non-Educational)

When projects were classified by whether or not they were hosted by an educational institution, there were no differences in the percent-of-effort expended in the activity areas, and there was only one specific activity in which a noteworthy difference was noted in the percents of participation. This single difference was in the area of direct student services. Fifty-four percent of the projects hosted by non-educational institutions brought "admission officers to the project for student interviews," whereas this activity was checked by 40 percent of the projects hosted by an educational institution. The percents for each type of institution ranged from 0 to 80.

5. Age of Project

In classifying projects by their age, the following four age categories were used: (a) less than 23 months; (b) 24 to 47 months; (c) 48 to 71 months; and (d) 72 months or longer. In considering the median percent-of-effort expended on each of the five broad activity categories, there was a noteworthy difference between project groups only in the area of recruitment. That is, the median percents of time spent on recruitment in projects when classified by their age were (the range of percents is indicated in parenthesis): 30 percent (10-75) for projects less than 24 months old; 35 percent (5-90) for projects in the 24 to 47 month age range; 25 percent (5-80) for those in the 48 to 71 month age range; and 20 percent (0-90) for those that have been in existence 72 months or more.

When looking at specific activities, noteworthy differences were reported in 14 activities, none of which were recruitment- or community-related. The percents for these activities are shown in Table 3.32. It is difficult to identify a general pattern in these results other than the fact that greater percents of the younger projects conduct crises intervention, social, and cultural activities.

6. USOE Region Location

Using the criterion that a difference must exceed 20 percentage points before it is considered as being noteworthy, differences between regions in the percents-of-effort expended were noted only in the areas of recruitment and direct student services. As indicated in Table 3.33 the only noteworthy differences in the percents-of-effort expended on recruitment involved projects in Regions I, II, and VII. Projects in USOE Regions I and II spend about 10 percent of their time on recruitment as contrasted with projects in USOE Region VII which spend about 40 percent of their time on recruitment. The differences in the effort expended on direct student services involved projects in Regions II, IV, VII, and X. Projects in Region II expended 50 percent of their effort on direct student services, while projects in Regions IV, VII, and X expended 20 percent of their effort on these services. Table 3.33 also gives the ranges for these percents.

Table 3.34 lists the 19 specific activities for which noteworthy differences in project participation rates were noted between USOE Regions. These results reflect a wide variation in ETS project activities across the 10 USOE regions. Although regional clusters appear within each specific activity, the composition of these clusters is not consistent across the specific activities. In many instances, most of the variation within each specific activity is caused by one or two regions, but it is usually a different "one or two" regions for each activity.

C. Organized Client Services and Activities

Project directors, in questionnaire items 25a, b, and c, were asked to indicate whether or not they provided specific types of organized services and activities for their clients. These specific services and activities covered three broad areas: academic; counseling and other help; and sports and socio-cultural activities. For each service or activity provided, the director was asked to indicate whether it was given "little," "moderate," or "much" emphasis. The responses to these questionnaire items are presented in Table 3.35. To provide a better picture of program emphasis, this table reflects only those projects which indicated that the service or activity was given at least "moderate" or "much" emphasis.

These results indicate that ETS projects generally place little or no emphasis on organized academic services (Section a in Table 3.35) or on organized sports, social, or cultural activities (Section c in Table 3.35). As previously noted, those projects that indicated an activity was provided, but that it was given "little" emphasis, were included in the "no" column of Table 3.35. However, even if these "little-emphasis" responses had been included in the "yes" column, the "yes" percents for the services or activities listed in Sections a and c would have been increased by only about a third. For example, the percent of projects providing reading (listed under academic services) would be increased by 3 percentage points to 12 percent. Rather, ETS projects generally place their major emphasis on providing vocational and personal counseling.

Among the counseling services provided by ETS projects, individual personal counseling, academic counseling, college visits, and help in finding jobs are activities given less emphasis ("moderate" as opposed to "much" emphasis) than the other counseling functions. More specifically, more ETS projects place more emphasis on counseling services that involve helping clients become familiar with those procedures that directly involve making a career choice and getting into a postsecondary institution.

Projects offering, with at least moderate emphasis, the services and activities shown in Table 3.35 were also cross-tabulated by the six previously delimited classification variables, i.e., size of project, ethnicity of majority of clients, location of majority of clients, type of host institution, age of project, and USOE regional location of project. The results of these analyses are summarized below. The previously defined criteria for significance were used, i.e., a difference greater than 10 percent for all variables except USOE regional location, which had to have differences greater than 20 percent.

1. Size of Project

   a. Academic

   Although relatively few ETS projects offer organized academic activities, there is an inverse relationship between project size and the provision of tutoring by professional teachers, counselors, and college students--about 40 percent of the small projects offered these services, as opposed to about 22 percent of the medium-sized projects and 16 percent of the large projects.

b. Counseling and Other Help

Though most projects emphasized activities and services in the area of counseling, more of the large and medium-sized projects emphasized vocational counseling and providing help in choosing a college or vocational/technical school than did the small projects

c. Sports and Socio-Cultural Activities

There was little variation across size categories in projects emphasis on sports, social gatherings, or cultural activities.

2. Ethnicity of Majority of Clients

a. Academic

This cross-tabulation indicated that about one-half of the Native American projects offered organized tutoring services for their clients, whereas less than one-fourth of the projects in any one of the other three ethnic categories (black, Mexican-American, and white) offered these services. Also, 50 percent of the Native American projects--as opposed to 11, 6, and 0 percents of the black, Mexican-American, and white projects, respectively--conducted organized activities focusing on the heritage of minority groups. Only 28 percent of the white projects gave clients practice in taking tests to prepare for college examinations, while 39 percent of Mexican-American projects, 45 percent of the black projects, and 54 percent of the Native American projects emphasized this activity. About one-third of the black and Native American projects emphasized "learning how to study," while 6 percent of the white projects and 12 percent of the Mexican-American projects focused on this area.

b. Counseling and Other Help

A few noteworthy differences existed between "ethnicity categories" relative to the focus of counseling activities.

More Native American projects (93 percent) emphasized individual counseling on personal problems than did projects in the other ethnic categories; fewer white projects provided counseling on academic problems (74 percent) or conducted visits to colleges or other schools (74 percent); and fewer white projects (37 percent) gave clients "help in finding jobs."

c. Sports and Socio-Cultural Activities

One significant difference existed in this category. Whereas 43 percent of the Native American projects, 41 percent of the black projects, and 29 percent of the Mexican American projects conducted cultural activities, only 12 percent of the white projects emphasized these types of activities.

3. Location of Majority of Clients

a. Academic

More reservation/rural projects (24 percent), largely because of the inclusion of Native American projects, offer activities related to the heritage of minority groups. Significant differences also occurred in the number of projects providing "tutoring by college students" and emphasizing "learning how to study." In both instances, fewer small/medium city projects emphasized these areas (16 percent for "learning how to study" and 19 percent for "tutoring") than did the reservation/rural and large city projects.

b. Counseling and Other Help

There were no differences across "location" categories in these activities.

c. Sports and Socio-Cultural Activities

Fewer small/medium city projects conducted social gatherings or cultural activities than did reservation/rural and large city projects: 12 percent of the small/medium city projects conducted social gatherings as opposed to 22 percent of the reservation/rural projects and 26 percent of large city projects; and cultural activities were offered by 19 percent of the small/medium city projects; 34 percent of the reservation/rural projects, and 46 percent of the large city projects.

4. Type of Host Institution

a. Academic

In only one organized academic activity was a significant difference noted when projects were classified by whether or not their host institution was an educational or non-educational institution; i.e., 30 percent of the educational institutions and 19 percent of the non-educational emphasized (at least moderately) "tutoring by professional teachers and counselors." Rather surprising, considering the increased availability of college students in educational institutions, is the fact that the same number (25 percent) of the projects in both "host institution" categories emphasized tutoring by college students.

b. Counseling and Other Help

There were no significant differences in activities within this category.

c. Sports and Socio-Cultural Activities

One difference occurred in the activities included in this category; i.e., 42 percent of the projects hosted by non-educational institutions, as opposed to 29 percent of the projects hosted by educational institutions, conducted cultural activities.

5. Age of Project

a. Academic

The greatest variation in the number of projects emphasizing various academic activities occurs when projects are classified into four age-groupings: 0-2 years (0-23 months), 2-4 years (24-47 months), 4-6 years (48-71 months), and 6 or more years (72 or more months). In each activity or service area where a significant difference does occur, a single age-grouping--either the 4-6 year or the 6 year or more grouping--stands out as being significantly different from the other three. More projects in the 4-6 year age grouping emphasized reading, remedial English, special interest courses, and tutoring by other students in their program. Fewer projects in the 6 year or more age range emphasized the taking of tests in preparation for college examinations, learning how to study, tutoring by professional teachers and counselors, and tutoring by college students.

b. Counseling and Other Help

Differences occurred in two activities within this category. First, 95 percent of the older projects (6 years or older) took clients on visits to one or more colleges or other schools, as compared to 87 percent, 75 percent, and 77 percent for projects in the 4-6, 0-2, and 2-4 age groups, respectively. Second, 70 percent of the youngest projects (0-2 year) gave their clients help in finding jobs, as opposed to 50 percent, 52 percent, and 38 percent of the projects in the 2-4 year, 4-6 year, and 6 year or more age groupings, respectively.

c. Sports and Socio-Cultural Activities

There were no differences in social gatherings or cultural activities, but there was a slight difference in the emphasis on sports. Fourteen percent of the projects in the 4-6 year age range provided sports, while 8 percent of those in the 0-2 year age range, 0 percent of those in the 2-4 year age range, and 5 percent of those in the 6 year or more age range provided sports activities.

6. USOE Region Location

When the projects were classified by the USOE region in which they were located, there were wide variations in the percents of projects providing the activities listed in Table 3.35. When looking at individual activities, it is extremely difficult to identify any systematic relationships. However, some interesting patterns are discernable when groups of activities are analyzed.

a. Academic

There was a pronounced difference between regions in the number of projects that offered certain academic services or activities. The ETS projects in USOE Regions II, III, VI, VII, and X provided more organized academic activities than did the other five regions.

b. Counseling and Other Help

Though not as pronounced as in the area of academic services, there was some regional variation with respect to the provision of the various counseling and other related services. More projects in USOE Regions III, V, VII, IX, and X offered counseling activities related to "individual counseling on personal problems," "counseling on vocation or career best suited to student's abilities and interests," "counseling on academic problems," and "information and counseling about requirements and costs of college or other types of school."

Those activities more specific to college selection constituted a second cluster of activities for which there were regional variations. This cluster consisted of "visits to one or more colleges or other schools," "help in choosing a college or vocational/technical school," "information and counseling about financial aid for colleges or about types of schools," and "help in applying for financial aid." Greater proportions of projects in USOE Regions III, IV, V, VII, VIII, IX, and X than in the other three regions conducted these activities.

c. Sports and Socio-Cultural Activities

No projects in two regions, Regions I and VIII, offered (with at least a moderate degree of emphasis) any of the three specific types of activities included in this area; i.e., sports, social gatherings, and cultural activities. A wide range of 11 to 89 percent (with a median percent of 36) of the projects in each of the eight other regions conducted "social gatherings," and "cultural activities." Also, all but two of these eight other regions, Regions III and IV, offered sports.

D. Follow-Up Activities On Former Clients

Item 26 in the Talent Search Project Director Questionnaire solicited information about the follow-up activities conducted by projects on their clients who have been admitted to an educational program. Project directors were requested to indicate that a follow-up service was provided only if such a service is performed on a regular and routine basis. Questionnaire item 27 solicited more general information related to follow-up activities on all former clients, not just those who were admitted to an educational programs. Project director responses to both of these items are summarized in separate paragraphs below.

1. Follow-Up On Clients Admitted to an Educational Program

Table 3.36 provides a general summary of the percent of projects providing each follow-up service and, for those who do not provide the service, the reason the service is not provided; i.e., either the service was very important but the project lacked the required resources, or the service was not worth the required resources. Note that a high percent (92 percent) of ETS projects "check to see if a client entered a postsecondary institution," and that an even higher percent (96 percent) of projects "check to see if the client obtained financial aid." Just over three-fourths (77 percent) of the projects notify the director of the institution's Special Service Program (SS) of the client's arrival and needs.

After the client's initial entry into a postsecondary institution, the percent of projects performing follow-up services decreases. About three-fifths (62 percent) of the ETS projects make at least one check on clients during the first year in an educational program, 35 percent of the projects make two or more checks during the first year, and 44 percent of the projects check on clients after the client's first year in an educational program.

This decrease in the follow-up services after the client's initial entry into an educational program does not mean that projects do not consider follow-up services to be important. On the contrary, of the 37 projects that do not check on a client after the first year in an educational program, 94 percent indicated that the service is "very important," but that their project lacks the necessary resources. In addition, 95 percent of those projects that do not check on a client two or more times during his first year in a postsecondary institution and 89 percent of those that do not check on a client after his first year in a postsecondary institution indicated that they consider these services to be "very important" but the resources necessary for providing them are not available.

2. Follow-Up On All Former Clients

Table 3.37 summarizes the responses to questionnaire items 27 a and b, which requested project directors to indicate if their project conducts a follow-up of their clients annually and, if not, whether the project has ever conducted a follow-up of former clients. Of the 105 ETS project directors returning questionnaires: 68 percent reported conducting an annual follow-up of former clients; 25 percent reported that they do not conduct such a follow-up; 7 percent said that the item was inapplicable to their projects (projects too new to have conducted an annual follow-up); and 1 percent did not respond to the questionnaire item.

Further, note that 35 percent (9 of 26) of the projects that do not regularly conduct a follow-up of former clients have at one time conducted such a follow-up. Projects in this category were asked if a copy of their follow-up study was available, and, if so, to include a copy of the report when returning the questionnaire to RTI. Four projects indicated that a copy of the report was available, but only one provided RTI with a copy. In addition, three projects which regularly conduct follow-ups on students provided RTI with copies of special evaluation studies completed by their projects.

The results presented in paragraphs 1 and 2 above are not consistent with the impressions received by RTI site-visitors (see Chapter 2) concerning such follow-up activities. Very few of the visited projects had established and implemented formal procedures for following-up on former clients.

E. Student Counseling- and Performance-Related Information Maintained in Project Files

This subsection summarizes the responses to questionnaire item 35a, which asked project directors to specify the types of student counseling- and performance-related information that were collected and maintained in their project files on nearly all their clients, and questionnaire item 35.b, which asked them to specify how long this student information is retained in the files.

The responses to item 35a are presented in Tables 3.38 and 3.39. The responses to item 35b are summarized in the narrative below. Much of the information presented in this section will be approached from a different perspective in Chapter 6. Whereas the data presented below reflect the project directors' description of the kinds of records kept on the majority of their students, the description of the records kept by the projects that is presented in Chapter 6 is based on a study of the project files by the RTI site visitation team.

Observe in Table 3.38 that not one of the listed types of student-related information is kept on file by over 70 percent of the ETS projects. Also, relatively few projects collect and maintain test-related information (i.e., standardized achievement and aptitude test scores and attitude scale profiles).

A cross-tabulation was made between the type of student-related information maintained and the type of host institution sponsoring the project. The results, presented in Table 3.39, indicate that on the whole, a greater percent of projects hosted by non-educational agencies collect each of the listed types of information on clients than do projects hosted by educational institutions. It is interesting, however, that a greater percent of the projects hosted by educational institutions keep standardized achievement or aptitude test scores and anecdotal records on clients than do projects hosted by non-educational agencies.

Project directors were asked also to indicate how long various types of student-related information were retained in project files after the client is removed from the active files. Twenty percent of the 105 project directors did not respond to this particular questionnaire item; 1 percent stated that their ETS projects do not retain client-related information in project files after the client has been removed from the active files. The remaining 79 percent of the project directors responded as follows: 18 percent of the projects keep this information for one to two years; 29 percent retain it for three to four years; and one-third (33 percent) of the projects keep student-related information for five years or longer (these percents do not add to 79 because of rounding error).

F. Staff Training Activities

Questionnaire item 29a asked ETS project directors if they had provided inservice training to project staff members since 1 July 1973. An affirmative response to this item was given by 87 percent of the ETS project directors.

Questionnaire item 29b solicited information regarding the topical focus of the staff's inservice training. Table 3.40 shows the number of projects that cover each of the selected topics in their inservice training programs. The greatest percent of the projects provide inservice training in counseling techniques (88 percent), with another counseling related topic, the diagnosis of student problems, being covered in 70 percent of the projects.

The high nonresponse rates shown in Table 3.40 probably resulted from an RTI attempt at gathering too much detailed information through questionnaire item 29b; i.e., this item also requested information about the number of persons attending inservice training and the total number of hours of inservice training provided in each topical area since

1 July 1973. Apparently, many projects chose to ignore the question altogether rather than to provide the requested detailed information. The responses of those project directors who did provide detailed data about "inservice training participation rates" could not be uniformly interpreted across projects and were excluded from this report.

G. Evaluation Activities

Questionnaire item 39 solicited information relative to the project's evaluation activities. Item 39 consisted of four parts. The first asked if the project regularly (at least annually) conducts an evaluation of its performance. The second requested a brief description of any evaluation processes used. The third and fourth parts applied only to those projects that did not regularly conduct a performance evaluation--the third asked if the project had ever conducted a special evaluation of its performance, the fourth requested the date of any such study.

Eighty-eight (84 percent) of the 105 responding project directors indicated that their projects did regularly conduct an evaluation of the project's performance. However, eight of the "yes" respondents, when asked in the second part of the question to describe the evaluation process, responded inconsistently by saying that their projects were too new (less than one year old) to have conducted a performance evaluation. On the other hand, six other projects that also were less than one-year old did describe the evaluation process, suggesting that some project directors responded "yes" on the basis of future plans.

Of those 88 project directors who indicated that their projects conducted regular evaluations, 74 provided a "description" of the process. However, these descriptions were too vague and incomplete to be meaningfully interpreted.

Seventeen project directors indicated that their projects did not conduct regular evaluations. One of these 17 project directors stated that his project had conducted a special evaluation study in April 1974.

VIII. A DESCRIPTION OF THE ETS CLIENT POPULATION AND THE METHODS AND CRITERIA USED IN THEIR SELECTION

A. General

This section provides a general description of the ETS client population for the 1973-74 program year, along with the methods and criteria used by project directors in selecting their clients. The data presented in this section were collected through questionnaire items 20(a and b), 22, 23, 32, and 33. Tables 3.41 through 3.45 are referenced in the ensuing discussions.

Subsection B presents the distribution of ETS clients by ethnic, age, and educational status categories.

Subsection C discusses the degree to which project directors are satisfied with current USOE guidelines for defining the ETS target population. Also included in this subsection are the recommendations for changing the guidelines that were offered by the dissatisfied project directors.

One of the eligibility requirements for ETS services is the "exceptional potential of the prospective client for postsecondary education;" however, USOE guidelines are vague with respect to providing an operational definition of this requirement.[8/] Subsection D provides insight into how project directors define and determine a prospective client's exceptional potential for postsecondary training.

Subsection E is concerned with the recruitment/referral methods that bring a prospective client into contact with the ETS project.

B. General Description of ETS Clients

Whereas the general description of ETS clients presented below is based on the data reported in the project director's questionnaire, a more detailed description will be presented in Chapter 6 from the data

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[8/] As discussed in Section IV.C of Chapter 1, there are no legal regulations for the Talent Search program. The USOE guidelines are nothing more than "guidelines."

collected from project files by the RTI site-visitation teams. These two data bases were designed to supplement each other; however, there is enough overlap to allow for the validation of some items. The degree of concurrence on those items for which data are available from both sources will be noted in Chapter 9, Summary and Conclusions.

The number of ETS clients in various ethnic categories was obtained by multiplying the percents provided by project directors, in response to questionnaire item 33 by the total number of clients that they reported serving on OE Form 1231. Using this procedure, the following distribution of ETS clients was obtained: almost half (48 percent) are black; 19 percent are white; 18 percent are Chicano; 10 percent are Native American; 4 percent are Puerto Rican; 1 percent are from another Spanish-speaking origin; 1 percent are Oriental; and 1 percent are from another ethnic group (i.e., Portuguese, Eskimo, Samoan-mixed, etc.).

Table 3.41 presents a distribution of client ethnicity within projects classified by the location of the majority of their clients. Observe in this table that the highest percent of ETS clients in rural (37 percent), small or medium city (36 percent), and large city (61 percent) projects are black or Afro-American. As could be expected, the majority (96 percent) of the clients at projects classified as reservation projects are Native American. Note, also, that Caucasians make up the second largest client majority in rural projects (29 percent) and in small or medium city projects (34 percent), yet Chicanos comprise the second largest client majority in large city projects.

A cross-tabulation was made of the ethnicity of clients by projects classified by the ethnicity of the client majority. These tabulations, presented in Table 3.42, show that 93 percent of the clients at a predominately Native American project are Native Americans; 83 percent of the clients at a project classified as Afro-American are Afro-Americans; 70 percent of the clients at a predominately Chicano project are Chicano; Puerto Ricans make up 91 percent of the clientele served at projects classified as Puerto Rican projects; and Caucasians comprise 69 percent of the clients at predominately Caucasian projects.

In questionnaire item 32, project directors were asked to estimate the percent of their clients in each of several age and educational status categories. By multiplying these percents by the total number of clients reported by the project on the OE Form 1231, Final Report for the 1973-74 Program Year, an estimate of the total number of ETS clients in each age and educational status category was obtained. These national estimates (in percents) are presented in Table 3.43. These results indicate that the majority (61 percent) of ETS program year 1973-74 clients were enrolled in grades 7 through 12, followed by 23 percent who were high school graduates and who were not postsecondary dropouts, and 11 percent who were secondary school dropouts. Looking at the age and grade level breakdowns within these broad categories, it is noted that eleventh graders, twelfth graders, and high school graduates (17 to 20 years of age) comprise over two-thirds of the clientele served by ETS projects. Note that the greatest percent of ETS clients are twelfth graders (47 percent), followed by high school graduates 17 to 20 years of age (14 percent) and eleventh graders (8 percent).

C. Satisfaction with Guidelines for Defining the ETS Target Population

The legislation for the Talent Search program states that Talent Search is designed to identify qualified youths of financial or cultural need with an exceptional potential for postsecondary educational training and encourage them to complete secondary school and undertake postsecondary education. The specific income levels which govern financial eligibility are based on the number of persons living in the home and whether or not the prospective client lives on a farm. The legislation (pp. 2-3) and the income levels (Appendix A) are spelled out in the Program Administration Manual.[9/] (Appendix A of the Manual is also presented as Appendix K of this report.) The ETS program manual, however, does not provide precise guidelines for the other basic eligibility

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[9/] U.S. Department of Health, Education, and Welfare. Application Information and Program Manual: Talent Search, Upward Bound, and Special Services. An Office of Education Program Administration Manual, 1973-74.

factors, cultural need and exceptional potential for postsecondary educational training. According to the Manual, the term "exceptional" may mean just that: an exception to the traditional measurement of "potential."

The manual also states that "the Talent Search Program has not and does not establish precise limits with respect to the target population which may be served by projects." It does, however, further delineate the target population as encompassing all of those young people from grade 7 on who are "of financial or cultural need with an exceptional potential" for postsecondary education. It further states that:

> ETS projects are expected to serve not only students still in school, but also those who have withdrawn from school before graduation or who have not chosen to continue their education. The Talent Search population may also include young men or women with family responsibilities, mothers on welfare, older adults who seek additional education or training, and returned veterans.[10]

Project directors, in questionnaire item 20a, were asked if they were satisfied with the above guidelines. Of the 101 project directors who responded, 66 (65 percent) said that they were satisifed with the current guidelines.

The responses to this item were cross-tabulated by four classification variables to explore possible relationships between satisfaction with the target population guidelines and certain project characteristics. The four variables used to classify projects were: (1) location of majority of clients; (2) ethnicity of the majority of clients; (3) age of project; and (4) USOE regional location of project.

When the projects were classified by the location of the majority of their clientele, 83 percent (24 of 29 respondents) of the directors of reservation/rural projects were satisfied with the guidelines, as opposed to 65 percent (30 of 46 respondents) of the directors of large city projects and 50 percent (12 of 24 respondents) of the directors of small or medium city projects.

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[10] *Ibid.*, pp. 8-11.

When classified by the ethnicity of the majority of their clients (only the four major ethnic groups were used because of limited cell sizes), 85 percent (11 of 13 respondents) of the directors of Native American projects, 66 percent (33 of 50 respondents) of the directors of black projects, 65 percent (11 of 17 respondents) of the directors of Mexican-American projects, and only 44 percent (8 of 18 respondents) of the directors of white projects were satisfied with the target population guidelines.

Using the four project age groupings, it is interesting to note that only 54 percent (15 of 28 respondents) of the directors of new projects (less than 2 years old) and 45 percent (9 of 20 respondents) of the directors of old projects (6 years or older) were satisfied with the guidelines; whereas, 85 percent (23 of 27 respondents) and 74 percent (17 of 23 respondents) of the directors of projects in the 2 to 4 year and 4 to 6 year age-groupings, respectively, indicated satisfaction with these same guidelines.

Finally, there was a wide variation in the percents of project directors expressing satisfaction with the guidelines when classified by the USOE region location of their project. These results, which vary from a low of 33 percent (2 of 6 respondents) who were satisfied in Region I to a high of 80 percent (12 of 15 respondents) in Region VI, are presented in Table 3.44.

All project directors who expressed dissatisfaction with the current USOE guidelines for defining the ETS target population were requested in questionnaire item 20b to specify guideline changes that they would recommend for USOE adoption. Thirty-three of the 39 dissatisfied directors responded with recommendations. Most of the recommendations were directed at the "restrictive" and "unrealistic" nature of the low-income criteria. More specifically, 24 project directors indicated that the income levels required for eligibility should be raised; however, only 6 respondents gave any indication as to how the income levels should be adjusted. Four of the six recommended that the income level cutoff be adjusted to reflect fluctuations in the cost of living; and the other two felt that the cutoff level should vary by city or region to take into account geographic differences in the cost of living.

Three project directors expressed concern over the geographic area containing the target population. One stated that USOE should define the geographic area, another felt that the geographic area should be smaller, and a third recommended that projects be able to include as clients those individuals who are not located in the target area as long as they meet USOE guidelines.

Four project directors recommended the following changes in the "exceptional potential for postsecondary training" component of the guidelines: one director wanted this requirement dropped; another wanted to eliminate the word "exceptional," while adding that a client must also show a desire to learn or do well; a third wanted some other technique or definition for measuring potential; and a fourth simply wanted USOE to allow the project to determine a candidates' eligibility for the program on the basis of income and the staff's judgment or intuition (as obtained through an interview). It appears that the "exceptional potential" criteria as it now stands is so vague and nebulous that a project director could apply and defend almost any definition of the criteria. The interpretations applied to this criteria are covered in greater detail in the next subsection.

A variety of other recommendations were made, none of which were offered by more than a single respondent. In general, the recommended changes would tend to expand or increase the target population for ETS services.

D. Criteria For Determining Exceptional Potential for Postsecondary Education

As indicated in Subsection C above, the program legislation specifies that the ETS client must have "exceptional potential for postsecondary education." However, ETS project directors are not given specific guidelines for assessing this characteristic in a potential client. Discussions held during the design phase of this study with several ETS personnel at the project and at the USOE regional and national office levels indicated little concensus as to the criteria being used to determine a client's "exceptional potential...." To gain a better understanding of how this criteria was being interpreted in the "field," project directors were asked (in item 23) to list no more than five specific criteria used by their projects to determine a client's "exceptional potential ...," and to indicate the importance of each criterion, using a "1" for the most important, a "2" for the next most important, etc.

One hundred project directors completed this "open-ended" questionnaire item, but two major problems were encountered in summarizing their responses. First, many respondents ranked several criteria as being equally important; e.g., a project director might list five criteria, giving three a "1" ranking and two a "2" ranking.

Secondly, it was necessary to combine many of the specific criteria listed by respondents into more general categories for summary purposes. The manner in which this was done made it impossible to determine the number of different project directors who specified any particular criteria. That is, although three specific criterion listed by a project director were collapsed into a single, more general criterion, the tabulations would indicate that the general criterion was listed three times, one for each subcomponent--although in this case, all three listings were made by the same project director.

After the more general criteria were obtained, each was assigned a total ranking score by weighting the "importance rankings" assigned to each specific criteria by the project directors--assigning a value of "5" for a rank of 1, a "4" for a rank of 2, etc.--and summing the resultant values. Table 3.45 lists the nine general criteria used by project directors to determine a client's exceptional potential for postsecondary education, with the criterion having the largest, total weighted ranking score listed first, the next largest total ranking score listed second, etc.

These results indicate the variety of interpretations applied to the "exceptional potential" criteria by ETS project directors, with more emphasizes placed on nonacademic measures (e.g., affective or noncognitive measures and personal judgments of the ETS staff, high school personnel, or community personnel) than on the more traditional academic measures (test scores, grades, or class rank). However, as evidenced by the third-, fifth-, sixth-, and ninth-ranked criteria, academic or traditional measures are still important considerations.

E. Methods of Obtaining Clients

In item 22 of the questionnaire, project directors were asked to estimate the percent of their clients who entered their programs since 1 July 1973 as a result of active recruitment or referrals by various personnel or agencies. Based on 105 responding projects, most of the ETS clients entered the program as a result of active recruitment (the median percent given by the 100 project directors was 65 percent; the range was 0-99). Referrals constitute the next largest source of clients; i.e., a median of 8 percent (range of 0-95) are referred by school personnel and a median of 5 percent are referred by each of three other referral sources--other programs (range of 0-65), community organizations (range of 0-25), and former clients (range of 0-77). In addition, a median of 5 percent (range of 0-50) entered the program as "unreferred drop-ins."

These results were also cross-tabulated by projects classified by age of project, location of majority of clients, size of project, and type of host institution--four variables that might be highly related to the methods whereby clients are obtained. The results of these cross-tabulations are:

1) The median percent of clients enrolled in projects in the six years or older age category who were actively recruited tended to be 15 to 20 percentage points lower than those actively recruited in the younger projects. The range of percents for the older projects were also narrower. Differences in the

median percents of clients who entered ETS as a result of referrals by school personnel were also noted. In projects that were six years or older, the median percent of clients obtained through referrals by school personnel was slightly higher (5 to 10 percentage points), and the ranges slightly narrower, than in the other age categories.

2) The median percent of clients actively recruited by projects hosted by educational institutions (69 percent, range of 5-100) was higher than for projects hosted by non-educational institutions (58 percent, range of 0-95).

3) The median percent of clients actively recruited by rural/reservation projects (72 percent, range of 5-95) was higher than those of small or medium city (59 percent, range of 0-99) and large city (62 percent, range of 10-98) projects.

The results of the cross-tabulations indicated that, with one exception, the only noteworthy variation in results occurred in the median percent of students who were actively recruited. The single exception occurred when the median percent of clients who were referred by school personnel were cross-tabulated by project age. There were no significant differences in the other "referral sources" listed in questionnaire item 22.

IX. RELATIONSHIPS OF ETS PROJECTS WITH OTHER PROGRAMS, AGENCIES, AND GROUPS SERVING THE DISADVANTAGED

A. General

This section summarizes the responses to questionnaire items 36 (parts a, b, c, and d), 37, and 38. The first questionnaire item provides information about the relationships of ETS programs with other programs which also serve the disadvantaged and are located in the same area. These results are discussed in Subsection B.

The other two questionnaire items (37 and 38) provide insights into some of the functions performed for ETS by parent groups, community groups, and other agencies. These results are presented in Subsection C.

The discussions in Subsections B and C are supported by Tables 3.46 through 3.51.

B. Relationships With Other Programs for the Disadvantaged

The project directors were asked, in questionnaire item 36a, to indicate the other special programs for the disadvantaged which are located in the same geographic area served by their ETS projects, and to note whether their ETS project works cooperatively with each of these programs. The tabulations presented in Table 3.46 show that most ETS projects have one or more special programs located in their geographic area. More specifically, at least 90 percent of the ETS projects have one or more of the following programs in their areas: Upward Bound (94 percent), Neighborhood Youth Corps (92 percent), and High School Equivalency Program (90 percent). Also, a majority of the projects have a Special Services Program (88 percent) in their area. (These results should be interpreted in view of the fact that respondents did not specifically define the geographic area served by their projects--nor were they requested to do so--and in some cases this area could encompass one or more states.)

Table 3.47 summarizes the information provided by the second part of item 36a, that is, whether or not the ETS projects work cooperatively with the other programs in their area. As indicated by these results, a majority of the ETS projects reported a "cooperative relationship" with other related programs. However, it would appear that ETS clients could certainly benefit by greater cooperation between their projects and the listed programs—especially those programs for which a relatively large percentage of ETS projects indicated a noncooperative relationship; i.e., Job Corps (28 percent), Work-Dropout Prevention (24 percent), Cooperative Vocational Education Program (20 percent), and High School Work-Study (19 percent) programs.

Parts b and c of item 36 gave ETS project directors an opportunity to express what are seen as some special problems they have encountered because of their close proximity to other programs for the disadvantaged. However, only four project directors gave a response to this question, and each gave a different response. Their responses were:

1) Problems were due to an overlap of services.
2) Concern by high school personnel that too many programs want to talk to their students.
3) Problem of duplication of recruiting efforts.
4) Problems of recruiting, counseling and placement.

This extremely low response rate suggests that ETS project directors are either not bothered by the existence of several related programs in the area served by their projects, or they are unwilling to express their concerns.

Part d of item 36 solicited information concerning the degree to which ETS projects assist UB programs in their recruitment function. Project directors were asked to make one of the following responses to a question asking if they recruited for any UB programs in their area: "no;" "yes, a little;" "yes, a fair amount;" or "yes, a major portion." Although this item relates to recruitment, it is included in this section because it provides an indication of the ETS working relationships with neighboring UB programs.

The 98 project directors who rated the degree of recruitment assistance they provided to UB projects in their area responded as follows (the results presented earlier in Table 4.47 indicate that 99 projects had UB programs in their areas, but one of these 99 projects did not respond to this question):

1) Fifteen percent said that they do not recruit for UB.
2) Thirty percent recruit "a little."
3) Thirty-four percent recruit "a fair amount."
4) Twenty-one percent recruit "a major portion."

C. Relationships with Other Groups

This subsection summarizes the project directors' responses to questionnaire items 37 and 38--items which relate to the types of functions being performed for the projects by the various parent and community groups, and to the types of recommendations and suggestions made by these groups relative to project activities. Table 3.48 shows the percent of ETS projects for which various types of functions are performed by parents or community groups. It is interesting to note that the majority of the 105 project directors indicated that parents or community groups assisted their projects in performing each of the listed functions, with the exception of "securing additional funds." A greater percent of all ETS projects indicate parent and community group involvement in identifying eligible participants (91 percent), offering advice and suggestions for program improvement (90 percent), and mobilizing community resources and support (83 percent) than any other functions.

Project directors were also asked to provide a rating, on a five-point scale, of how effective parents or community groups were in performing those functions that they do perform. The results presented in Table 3.49 show that these groups were generally most effective at identifying eligible participants, mobilizing community resources and support, and offering advice and suggestions for program improvements--and that they were least effective at securing additional funds, identifying potential staff members, and assisting in the development or review of the project application or proposal.

In questionnaire item 38, project directors were asked to indicate whether or not specific groups made recommendations and suggestions relevant to their projects. An open-ended "other" category, which was included in the list, provided an opportunity for directors to note additional sources of recommendations and suggestions. The project directors' responses to this item are summarized in Table 3.50. Most of the projects receive recommendations from project staffs (97 percent), community groups (90 percent), regional USOE offices (90 percent), and students (88 percent). Considerably fewer projects received recommendations from parents (78 percent), the national USOE office (60 percent), and such other groups as other TRIO personnel, educators, sponsoring agencies, and volunteers (35 percent).

Project directors were also asked to rate the quality of the recommendations and suggestions listed in Table 3.50, using a rating of "poor," "fair," "good," or "excellent." These ratings are summarized in Table 3.51. A majority of the projects considered the recommendations made by each of these groups to be either "good" or "excellent." The recommendations made by project staff personnel were rated highest in quality by project directors, those made by parents and the national USOE staff were rated lowest.

X. TECHNICAL ASSISTANCE AND SERVICES PROVIDED BY USOE

A. General

Questions 42 a and b attempted to solicit project director opinions concerning the services rendered by the USOE regional staff (42a) and the services rendered to the project by the USOE national office staff (42b). However, a typographical error that went unnoticed in the drafting of the questionnaires nullified this strategy. Looking at questionnaire item 42b (see Appendix G) it can be noted that the title is the same as that in item 42a, that is, "Services Rendered Project By USOE Regional Office Staff." In questionnaire item 42b the term "Regional" should have been replaced by the term "National." Consequently, project directors were asked in both questions to comment about the USOE regional staff. In some cases, specific comments were made under the "comment sections" of parts a and b about the quality of regional or national office services. Such comments are also narratively summarized in this section.

This section makes reference to Tables 3.52 through 3.54.

B. USOE Technical Assistance and Services

Table 3.52 shows the percent of projects directors who indicated that their projects had received the services listed in questionnaire items 42 a and b. (The last service listed in 42b was excluded from the analysis because it referred to data collected from the "National" office and was confusing in view of the previously mentioned typographical error.) Although each of these services were provided to a majority of the projects, it can be noted that: 28 percent of the projects did not receive technical assistance in program development; 27 percent were not visited by a regional staff member, and 19 percent of those projects who were visited did not receive a summary of the site visit; 15 percent did not receive technical assistance in data collection; and 26 percent of the projects did not have the opportunity to attend proposal writing workshops.

For each service rendered to his project, the director was asked to rate the quality of the service on a five point scale: "very poor," "poor," "fair," "good," or "very good." These ratings are summarized in Table 3.53. Generally speaking, the USOE regional offices were given "good" or "very good" ratings by a majority of the project directors. Although about one-half (47 percent) of the project directors whose projects received technical assistance in data collection felt that this service was either "good" or "very good," 20 percent of the directors rated this service as "poor" or "very poor." Of additional interest is the fact that 25 percent of the project directors felt that USOE Regional offices did a "poor" or "very poor" job in the "timely development and promulgation of policy documents."

The percents of projects receiving various services from USOE regional officers were cross-tabulated by the 10 USOE regions. These results are presented in Table 3.54. As can be noted in this table, the percent of projects in each region that receive each specific service varies, depending upon the specific service under consideration. Because of the small number of projects in each region, the project directors' ratings of these services were not included in these cross-tabulations.

The inclusion, in questionnaire item 42, of space for written comments afforded an opportunity for project directors to make additional comments concerning USOE assistance and services. Thirty-seven of the 105 project directors who returned questionnaires made comments, three of which were specifically directed to the USOE national office. These comments are summarized below by the five categories into which they were grouped: (1) positive comments about the regional office; (2) negative comments about the regional office; (3) project directors who made multiple comments about the regional office; (4) general suggestions for the regional office; and (5) comments relative to the national office.

1. Positive Comments About Regional Office Staff

   Twelve project directors made general positive statements regarding their regional office and/or its staff. Examples of their quotes include: "they exceed my expectations," "personnel are cooperative," "personnel are knowledgeable," "personnel are available."

2. Negative Comments About Regional Office Staff

   Twelve project directors made negative comments:

   a) Two directors stated that the regional staff is "not sympathetic to our needs; the regional commissioner is awful."

   b) One director stated that the USOE regional office puts pressure on ETS projects; however, the types or outcomes of this pressure were not specified.

   c) One director expressed the opinion that program innovation seemed hindered by USOE policy and budgetary constraints (he did not explain, however, how these factors affected his project).

   d) Two project directors stated that the regional office placed pressures on the projects that interfere with their services to students. The two "pressures" mentioned were: the need for additional record keeping and the need to increase the number of students.

e) Five project directors stated that a communication gap exists between their projects and the regional office. They mentioned that correspondence from the project to office is not answered, or correspondence from office arrives late.

f) One director criticized the lack of technical assistance provided by the regional office.

3. Project Directors Who Gave Multiple Comments

Four project directors made multiple comments about the USOE Regional Office. These comments were:

a) There was a need for consistency in policy procedures and the provision of more technical assistance (e.g., proposal development, data collection).

b) Some of the regional office staff were cooperative while others were unsympathetic to project needs.

c) The staff are "not sympathetic" to the project needs, and too many policy or budgetary constraints are specified.

d) The regional office needs to monitor projects more effectively. A communication gap exists between the project and the regional office.

4. General Suggestions For Regional Staff

Six project directors made comments which were interpreted as suggestions, as opposed to positive or negative comments:

a) Three project directors stated that the regional office staff needs to be increased (e.g., "their work load is too heavy" and "funds are needed to make a staff increase").

b) Two project directors stated there was a need for the regional office to provide more technical assistance to individual projects in the region. Specific areas where assistance was needed were proposal development and data collection.

c) One director suggested a need for the regional office to monitor projects more effectively.

5. Comments Relative to the USOE National Office

Despite the previously mentioned typographical error which deleted reference to the "national" office, three project directors made specific comments about the national USOE office. All three made comments that were negative; that is: "The national office is no help at all;" "There has been little or no contact with national office;" "The national office does not provide enough guidance and technical assistance to the projects;" and "The national office should be more efficient and consistent."

XI. PHILOSOPHIES AND OBJECTIVES

A. General

This subsection summarizes project director responses to questionniare items 43, 44a, and 44b. These "open-ended" items solicited information about the project directors' philosophies toward the ETS program (item 43), the objectives of their project (item 44a), and the manner by which the objectives were determined (item 43b).

B. Program Philosophies

Of the 105 project directors who returned a completed questionnaire, 95 responded to item 43 which asked: "What is your philosophy with respect to the TS program?" Sixty-four or 68 percent expressed their philosophies in such general service-related terms as the following:

1) To give or provide information about postsecondary institutions, educational opportunities, and career opportunities through academic, career, financial, personal, or family counseling.
2) To discover clients and to help them develop their talents so they could contribute to society.
3) To try to identify, as well as recruit, the disadvantaged person who, without special help, would not be able to attend any postsecondary educational institution.

4) To meet the needs of qualified students who showed exceptional potential for postsecondary education and to encourage and counsel them toward realizing their potential.

C. Project Objectives

The 94 project directors who answered questionnaire item 44a ("What are the objectives of your TS program?") gave a wide range of objectives that focused on one or more of three broad areas: (1) recruitment; (2) the client; and (3) the school or community. Some of the objectives were very general, others were quite specific. For reporting purposes, certain specific objectives were collapsed into broader "statements of objectives." Unfortunately, it was not possible to derive more specifically stated objectives from those which were stated in very general terms. As a result, many of the objectives presented below are quite similar, differing only in their degree of generality. These objectives are delineated by the area of focus. The number shown in parenthesis after each objective indicates the number of project directors who specified that objective. Not listed are those objectives specified by only one project director. Since many project directors specified more than one objective, the number of objectives exceeds the number of respondents.

1. Recruitment-Related Objectives
   a) To identify and recruit eligible persons to become clients by using the criteria of exceptional potential and low income (33).
   b) To identify students with the potential to enter and complete a postsecondary education program, and to assist these students in gaining entry into a postsecondary institution (13).
2. Client-Related Objectives
   a) To prepare clients for entrance in postsecondary programs by: counseling (academic, financial, career), making them aware of existing financial aid available for

their education, getting them to apply to postsecondary programs or institutions, assessing their strengths and weaknesses, realistic planning for future, improving test-taking skills, filling out applications (53).

b) To make the target population more aware of career and educational opportunities, thereby giving them a choice in planning their future (25).

c) To encourage and/or motivate clients to seek postsecondary training or education (23).

d) To achieve effective placement of students in a postsecondary institution and/or training program by meetings with institutional officials, taking students on college tours, or having career days (23).

e) To help students return to secondary school level, finish, and later enter some type of postsecondary educational placement (15).

f) To follow up on clients after placement in postsecondary institutions through telephone calls, notes to parents or other methods (9).

g) To decrease the number of dropouts from target schools (8).

h) To increase the number of low income and/or minority students entering, as well as completing, postsecondary education (7).

i) To help clients understand the conflict of cultures and to develop a positive self-image, sense of dignity, or sense of personal worth (7).

j) To work with the "special" ETS clients: veterans, unemployed, parolees, or ex-drug users (3).

k) To educate Indian students to compete educationally with non-Indians, and to stress the importance of them helping their people (2).

l) To provide tutorial services for students (2).

m) To seek job placement for clients when needed (2).

3. School- or Community-Related Objectives

a) To inform the community about ETS and its goals along with the educational opportunities available (16).

b) To contact and work with local agencies and high schools to augment or coordinate available services (6).

c) To increase the awareness of personnel of agencies and institutions that have dealings with ETS clients to their clients' special needs (e.g., background factors) (6).

d) To work as a student advocate to bring about policy changes in institutions (4).

e) To work with the school to lend support to the students (expecially the disadvantaged).

These objectives, as stated by project directors, focus on the attainment of secondary and postsecondary education by persons whose educational opportunities are limited because of their economic or ethnic background.

D. Determination of Project Objectives

Most of the responding project directors, when asked how the objectives for their projects were determined, specified the groups who determined the objectives, with little indication of how or on what basis the determination was made. Thirty-nine (41 percent) of the respondents stated that the objectives were determined by various combinations of the following persons, using the ETS guidelines as a reference: project director, staff personnel, clients, advisory board members, community representatives (including parents), and representatives from the host institution. Another 20 (21 percent) of the 94 respondents stated only that the ETS guidelines, as stated in the USOE administration manuals for the ETS program, were used as the determinent of objectives. Two other projects said that the objectives were determined by "law" or "legislative mandate."

Thirty-three (35 percent) project directors specifically stated that their project's objectives were based on the needs of the local target population. The responses of this group are summarized as follows (the total number of responses exceeds the number of reporting projects because some projects gave responses which were applicable to more than one category):

1) In 10 projects, the needs were based on past experience and/or the perceptions of the current staff.
2) Four projects surveyed former clients in determining needs.
3) Fifteen projects simply stated that objectives were based on the needs of students in the target area; methods of determining needs were not specified.
4) Nine projects stated that the needs were based on informal interaction with students, parents, community persons, and local educators.
5) Fifteen projects indicated that fairly formal and comprehensive needs analysis were conducted, e.g., interviews, questionnaire surveys, group and individual discussions, and reviews of related research reports.

XII. PROBLEMS AND ACCOMPLISHMENTS

Questionnaire items 40 and 41 solicited information relative to: (a) those factors which are problematic to project operations (item 40) and (b) major project accomplishments (item 41). The responses to these items are summarized in this subsection; reference is made to Tables 3.55 through 3.58.

A. Problems

Table 3.55 shows the percent of project directors who considered each of the factors listed in questionnaire item 40 as being problematic to the operation of their projects. (Only 5 project directors used the "other" category in item 40 to specify additional problems.) Insufficient staff personnel was specified as a problem area by the largest percent of project directors (87 percent). Two other areas were labeled as problematic by more than half of the 105 project directors returning questionnaires: obtaining support from parents (59 percent), and inadequate facilities (54 percent). A rather large number of project directors listed student recruitment (46 percent) and obtaining cooperation from the students (47 percent) and community (47 percent) as problem areas. Approximately one-third of the project directors indicated a problem in communicating with the USOE regional and national offices.

Project directors were also asked to specify whether each problematic factor was a problem to a "small," "moderate," or "great" extent. These results are presented in Table 3.56. With one exception, the problem areas were rated by a large proportion (from a low of 42 percent to a high of 80 percent) of the project directors as being problems to a "small" extent. The single exception, insufficient personnel in general, was rated by 57 percent of the project directors as being a problem to a "great" extent, and by 25 percent as being a problem to a "moderate" extent. (Note that all percents in Table 3.56 are based on the number of project directors who had indicated, as shown in Table 3.55, each area as being a problem.) The results in Table 3.56 also show that project directors find communications problems to be greater with the USOE national office than with the regional office.

Project director responses to the question of whether or not each of the areas listed in Table 3.55 was in fact a problem area were further cross-tabulated by the type of host institution (educational versus non-educational), age of project, and regional location of project. There was very little variation in project director responses for the first two cross-tabulations. However, when classified by regional location, the percents of project directors considering each of the problem areas as problems for their projects varied considerably across regions. These "regional cross-tabulations" are shown in Table 3.57.

The problem areas with the least regional variation was "insufficient personnel in general." On the other hand, the percent of projects having a problem with inadequate facilities tends to vary considerably across regions, from a low of 17 percent in Region I to a high of 83 percent in Region VIII. Also interesting is the variation across regions in the percent of projects having communications with the USOE national and regional offices.

B. Accomplishments

Project directors were asked, in questionniare item 41, to list and rank the importance of the accomplishments of their projects, excluding the four basic "accomplishment" or "outcome" areas covered in the annual, interim and final OE Form 1231 reports: (1) postsecondary placement; (2) placement in other education and training activities; (3) dropout prevention and return; and (4) placement in other TRIO programs. As such, it was hoped that the responses to questionnaire item 41 would provide insight into some of the "other" accomplishments or impacts of ETS.

Eighty-five of the 105 project directors who returned questionnaires responded to item 41. The 204 specific, but not mutually exclusive, accomplishments listed by these 85 responding project directors were classified into the six broad categories shown below in Table 3.58. A distribution of the number of specific accomplishments reported by each of the 85 project directors is: 10 directors listed 5 accomplishments; 7 listed 4 accomplishments; 16 listed 3 accomplishments; 26 listed 2 accomplishments; and 26 listed only 1 accomplishment. An overview of these specific accomplishments is provided below.

Two other items of information are shown in Table 3.58. The first is the number of project directors who gave a ranking of "1", "2", "3", "4", or "5" to each of the specific accomplishments reported within the broad categories. The second is the total weighted score obtained for each category by assigning a value of "5" to each specific accomplishment with a ranking of "1", a value of "4" to each accomplishment with a ranking of "2", etc., and summing the assigned values over all accomplishments included within each of the six categories. The six categories are listed in Table 3.58 in descending order of total weighted scores. (Note that this descending order would remain unchanged if the ranking were done on "total responses" or on number of "most important" responses.)

1. Improving Community and Educational Institution Relationships

The 77 responses reported in this category relate to the development of positive relationships with the community and educational institutions through ETS activities. The positive relationships developed between ETS and community organizations, postsecondary institutions, and local boards of education help ETS to better serve its clients, as well as to obtain community support and commitment. ETS also participated with these and other professional groups in such activities as workshops (e.g., on admissions, financial aid), provision of special services to ethnic groups, development of new educational programs and opportunities, and fund raising.

2. Providing Counseling Services to Clients

The 48 responses in this category included general references to counseling and such specific counseling-related accomplishments as: providing information on educational institutions; helping clients obtain fee waivers or other educational services (summer school programs, transcripts, etc.); career counseling; helping clients in selection of postsecondary institution; helping clients gain an understanding of the postsecondary educational experience (college days, visits); tutoring; improving clients' skills (study, test taking); and counseling in personal and/or family matters (e.g., problems, drugs, alcohol, sex, birth control).

3. Providing Special Non-Educational Services, Referrals, and Placements

The 30 responses within this category included: referrals to, or placements into, the armed services, Job Corps, National Youth

Corps; referrals to, and assistance in receiving services or benefits from, the welfare department and Social Security Commission; assistance in obtaining medical, dental, or legal aid (i.e., paroles included); and job placements when needed.

4. Improving Client Outcomes in the Socio-Cultural and Affective Areas

There were a total of 26 responses in this category. These responses made reference to: improving their clients' motivation, self-image, self-confidence, and appreciation of others; helping to increase or change the students', clients', or communities' feelings and/or values about education; and enhancing the clients' cultural awareness and social skills.

5. Improving Client Outcomes in the Academic Area

The 14 responses in this category contained general statements about helping clients improve their academic performance as measured by scholastic grades and test scores.

6. Serving as a Student Advocate

The nine responses in this category contained general statements to the effect that the needs of their clients, and the target population in general, were benefited as a result of their projects' role as a student advocate. None of the responses, however, specified the activities they engaged in to carry out this role.

XIII. SUMMARY

A. General

The Talent Search Project Director Questionnaire was mailed in April 1974 to the directors of 114 ETS projects funded in program year 1973-74. Questionnaires were returned by 105 project directors for a response rate of 92 percent. Responses to most of the 44 items on the project director questionnaire were summarized in this section; responses to a few of the items will be summarized in Chapters 5 and 8 of this report; and the responses to two items and part of a third item were not included in the report.

With a response rate of 92 percent, it was not necessary to make any adjustments for nonresponses. Classifications of nonresponding projects by selected key descriptive variables show that a greater percent of directors of small projects, Puerto Rican projects, reservation projects, and projects in USOE Regions I, II, V, VII, and IX did not return questionnaires. However, a study of the distributions of responding and nonresponding projects suggests no need for concern over the existence of "nonresponse bias" in the data.

B. Definitions of an ETS Client

Few project directors (9 percent) reported using the official USOE definition of a client for reporting purposes on OE Form 1231. Thirty-four percent of the respondents stated that they did not follow the "2 contact" requirement of the definition--18 percent required at least 1 contact and 16 percent required at least 3 contacts. (Eight percent of the project directors did not specify the number of contacts they required of a client.)

When the nature of a contact is considered, 40 percent of the project directors stated that they used the formal USOE definition of "sustained counsel by the project director or his representatives;" 38 percent did not require sustained counsel; and it was not possible to determine the nature of a contact for 12 percent of the respondents. Project directors generally recommended that a more liberal definition of a client be adopted by USOE--a definition which would not require more than one contact and which would allow group meetings, correspondence, or telephone contacts to be considered as "official contacts."

C. General Characteristics and Educational Backgrounds of ETS Project Directors

A national profile of ETS project directors on selected background characteristics was developed. A majority of the project directors are males, and a majority are 26 to 45 years of age. Approximately a third of the directors speak at least one non-English language. ETS project directors represent a wide range of ethnic backgrounds, with 86 percent of the directors having the same ethnic background as that of the majority of the clients served by their projects. Furthermore, a majority (81 percent) of the project directors have also spent most of their time either through high school (19 percent), since high school (19 percent), or both through and since high school (43 percent) in a type of community which is generally similar to that in which a majority of the clients at the projects lived.

Nonresponse rates were high to a series of questionnaire items concerning the project directors' experiences in directing, or serving in some other capacity in, projects for disadvantaged students; however, the results suggest that ETS project directors generally have a good background of relevant occupational experience. Eighty-six percent of the project directors have a degree requiring at least four years of postsecondary education, about a third are currently enrolled in degree programs, and approximately 60 percent have attended special training programs in teaching or counseling disadvantaged students.

D. ETS Project Director Relationships With Host Institutions/Agencies

Forty-seven percent of the ETS projects are hosted by educational institutions, while 53 percent are hosted by non-educational institutions or agencies. Of the host educational institutions, 70 percent are public institutions and 80 percent are four-year colleges or universities. About one-half (47 percent) of the directors of projects hosted by educational institutions have faculty status, 33 percent have an administrative appointment, 60 percent serve on one or more of the host institution's planning or advisory committees, and only 14 percent have tenure. (It is interesting to note that none of the directors of projects hosted by private institutions have tenure.)

Most of the institutions hosting ETS projects also hosted at least one other federally or non-federally funded program for disadvantaged students--a little more than one-third of these institutions sponsor an UB program and a little less than one-third sponsor a SS program. ETS project directors reported the existence of either a "high" or a "very high" degree of cooperation between their projects and the other programs sponsored by their host institutions.

E. Program Scope and Emphasis

Most of the ETS projects recruit their clients through a variety of activities, including field work with schools and community agencies, "on the street" contacts, and serving "walk ins." Once the client is recruited, there is a wide variation among projects in the services he receives. Generally speaking, most projects engage in those activities expected to provide immediate payoff for entry into secondary or postsecondary education; e.g., formal counseling sessions, letters and telephone calls encouraging clients to pursue additional education, establishing contacts with postsecondary institutions, and assisting clients in completing admission and financial aid forms. Relatively few (about one-third) projects provide tutoring or courses in basic academic skills, or conduct social activities for clients, or provide cultural activities. The median percent-of-effort spent by the projects in each five basic activities is as follows: 25 percent on recruitment; 10 percent on community activities; 30 percent on direct student services; 5 percent on improving the quality of educational opportunities; and 10 percent on administration. There were variations in the types of activities conducted when ETS projects were classified by size, ethnicity and location of majority of clients, type of host institution, age, and USOE region location.

A majority of the project directors stated that follow-up activities were conducted to check on whether or not their clients actually entered a postsecondary institution and whether or not they obtained financial aid. About three-fourths of the directors notified the institution's Special Services Program Director of the clients' arrival and needs, and about one-half of the projects check on their clients' progress during their first or subsequent years in a postsecondary program. About two-thirds of the project directors indicated that their projects conduct a follow-up on all former clients on an annual basis (these results are inconsistent with the RTI site visit observations that few projects had established and implemented such follow-up procedures).

The percent of projects that collected and maintained each of 12 types of student counseling- and performance-related information in their files ranged from a low of 12 percent for "attitude scale profiles" to a high of 70 percent for "follow-up data on former clients." Only 54 and 67 percent of the projects collected and maintained in their files the PCS 1040 forms and financial aid applications, respectively.

A high percentage (87 percent) of the projects provided inservice training to their staff members during the 1973-74 program year. A wide range of topics were reported as being covered in the inservice programs, with the greatest number of projects focusing on counseling techniques (88 percent) and the diagnosis of student problems (70 percent). Also, a large proportion (84 percent) of the project directors stated that they regularly (at least annually) conduct an evaluation of their projects' performance.

F. A Description of the ETS Client Population and the Methods and Criteria Used In Their Selection

Based on data reported by the project directors, ETS clients for the 1973-74 program year were distributed as follows over ethnic categories: 48 percent were black; 19 percent were white; 18 percent were Chicano; 10 percent were Native American; 4 percent were Puerto Rican; 1 percent were from another Spanish-speaking origin; 1 percent were Oriental; and 1 percent were from another ethnic group (i.e., Portuguese, Eskimo, Samoan-mixed, etc.). Most of the clients were enrolled in secondary schools (61 percent), followed by 23 percent who were high school graduates, 11 percent who were secondary school dropouts, and 3 percent who were postsecondary dropouts (the remaining 4 percent fell into an "other" category). Almost one-half (47 percent) of the clients were enrolled in the twelfth grade.

The majority of these ETS clients entered the program as a result of active recruitment (about 65 percent), followed by referrals by school personnel, other programs, community organizations, and former clients (a total of about 25 percent from all referral sources). A relatively small percent (5 to 10 percent) entered ETS as "unreferred drop-ins."

Sixty-five percent of the project directors expressed satisfaction with the USOE guidelines for defining the ETS target population. Most of those directors who were not satisfied with the guidelines recommended specific changes for USOE adoption, the majority of which were directed at the "restrictive" and "unrealistic" nature of the low-income criteria. Exploration of the definitions being applied by project directors to the "exceptional potential" criteria for determining a potential client's eligibility suggest that this criteria, as it now stands, is too vauge and nebulous to be effectively operationalized. Directors define and measure this criteria in a variety of ways, most of which emphasize non-academic measures (e.g., affective or noncognitive measures and personal judgments); however, several projects still determine "exceptional potential" by such traditional academic measures as test scores, grades, or class rank.

Practically all ETS projects have one or more other special programs for the disadvantaged located in the same geographic area served by their projects. Project directors reported cooperative relationships with most of these programs; however, there were several programs with which a relatively large percent of the directors expressed a non-cooperative relationship--notably, Job Corps, Work-Dropout Prevention, Cooperative Vocational Education, and High School Work-Study Programs. About one-half of the project directors also reported that they assisted the UB projects serving in their areas by doing either a "fair amount" or "a major portion" of student recruitment for these projects.

Parents and community groups assist ETS projects in the performance of many functions. These groups were generally most effective at identifying eligible participants, mobilizing community resources and support, and offering advice and suggestions for program improvements. They were least effective at securing additional funds, identifying potential staff members, and assisting in the development or review of project applications or proposals.

G. Technical Assistance and Services Provided by USOE

The USOE regional offices provide a wide range of services to most of the ETS projects. However, a substantial number of project directors indicated that: they did not receive technical assistance in program development; they were not visited by a regional staff member, or, if visited, they did not receive a summary of the site visit; they did not receive technical assistance in data collection; and they did not have the opportunity to attend proposal writing workshops. The services and technical assistance provided to project directors by the USOE regional staffs were rated by a majority of directors as being either "fair," "good," or "very good." The two services given the lowest ratings were the "timely development and promulgation of policy documents," and "technical assistance in data collection."

H. Philosophies and Objectives

Project directors stated a range of objectives for their projects that tended to focus on one or more of three broad areas: the recruitment of clients; the improvement of the client's educational and vocational status and self-perceptions; and the improvement of school- and community-awareness of client needs. The stated objectives were determined in a variety of ways, most of which reflect an extensive involvement with project staff, relevant community personnel, and current and former clients.

I. Problems and Accomplishments

Several areas were indicated by project directors as being problematic to the operation of their projects. The area labeled by the largest percent of project directors (87 percent) was "insufficient staff personnel." Two other areas that were labeled as problematic by more than half of the responding project directors were "obtaining support from parents" (59 percent) and "inadequate facilities" (54 percent). A rather large number of project directors listed student recruitment (46 percent) and obtaining cooperation from the students (47 percent) and community (47 percent) as problem areas. Also, approximately one-third of the project directors indicated a problem in communicating with the USOE regional and national offices. The number of problematic areas varied considerably across USOE regions.

A number of project accomplishments were also reported by project directors. These accomplishments fell into six broad categories, which are presented below in a descending order of importance based on a weighted ranking that takes into consideration the number of project directors who listed each accomplishment and the importance they attached to it.

1) Improving community and educational institution relationships.
2) Providing counseling services to clients.
3) Providing non-educational services, referrals, and placements.
4) Improving client outcomes in the socio-cultural and affective areas.
5) Improving client outcomes in the academic area.
6) Serving as a student advocate.

Table 3.2

NUMBER AND PERCENT OF NONRESPONDENTS ON ETS PROJECT DIRECTOR QUESTIONNAIRE BY ETS PROJECTS CLASSIFIED BY SIZE

Size Classification[1/]	Nonrespondents		
	Number	Percent[2/] of "Size" Classification Total	Percent[3/] of National Total
Small projects (n=37)	6	16	5
Medium projects (n=41)	2	5	2
Large projects (n=36)	1	3	1
National Total[4/] (N=114)	9	--	8

[1/] Small projects served less than 550 clients.
Medium projects served 551 to 1100 clients.
Large projects served more than 1100 clients.

[2/] Percents are based upon the total number of projects in the appropriate "size" classification.

[3/] Percents are based upon national total of 114 ETS projects.

[4/] n = Number of ETS projects by project size.
N = Total number of ETS projects.

Table 3.3

RESPONDING ETS PROJECTS CLASSIFIED BY SIZE

Size Classification	Number	Percent
Small (less than 550 clients)	31	30
Medium (551-1100 clients)	39	37
Large (more than 1101 clients)	35	33
Totals	105	100

Table 3.4

NUMBER AND PERCENT OF NONRESPONDENTS ON ETS PROJECT DIRECTOR QUESTIONNAIRE BY ETS PROJECTS CLASSIFIED BY ETHNICITY OF MAJORITY OF CLIENTS

Classification of ETS Projects by Ethnicity of Majority of Clients	Nonrespondents		
	Number	Percent[1] "Ethnicity" Classification Total	Percent[2] of National Total
Native American or American Indian (n=16)	2	12	2
Black or Afro-American (n=52)	2	4	2
Puerto Rican (n=5)	2	40	2
Chicano or Mexican-American (n=19)	1	6	1
White or Caucasian (n=21)	2	10	2
Other (n=1)	0	0	0
National Total[3] (N=114)	9	--	8[4]

[1] Percents are based upon the total number of projects in the appropriate "ethnicity" classification.

[2] Percents are based upon national total of 114 ETS projects.

[3] n = Number of ETS projects by predominant ethnicity of clients.
N = Total number of ETS projects.

[4] Column percents do not add to the national figure of 8 because of rounding error.

Table 3.5

RESPONDING ETS PROJECTS CLASSIFIED BY ETHNICITY OF MAJORITY OF CLIENTS

Ethnicity Classification	Number	Percent
Native American or American Indian	14	13
Black or Afro-American	50	48
Spanish-speaking origins:		
Mexican-American or Chicano	18	17
Puerto Rican	3	3
Other Spanish-speaking origins	0	0
Oriental or Asian-American	0	0
White or Caucasian	19	18
Other (i.e., Hawaiian, Samonan, mixed)	1	1
Totals	105	100

Table 3.6

NUMBER AND PERCENT OF NONRESPONDENTS ON ETS PROJECT DIRECTOR QUESTIONNAIRE BY ETS PROJECTS CLASSIFIED BY LOCATION OF MAJORITY OF CLIENTS

Classification of ETS Projects by Location of Majority of Clients	Nonrespondents		
	Number	Percent[1] of "Location" Classification Total	Percent[2] of National Total
Reservation (n=10)	2	20	2
Rural (n=23)	0	0	0
Urban (n=81)	7	9	6
National Total[3] (N=114)	9	--	8

1/ Percents are based upon the total number of projects in each "location" classification.

2/ Percents are based upon national total of 114 ETS projects.

3/ n = Number of ETS projects by location of clients.
N = Total number of ETS projects.

Table 3.7

RESPONDING ETS PROJECTS CLASSIFIED BY LOCATION OF MAJORITY OF CLIENTS

Location of Majority of Clients	Number	Percent
Reservation	8	8
Rural	23	22
Small/Medium City	27	26
Large/Very Large City	47	45
Totals	105	100[1]

1/ Percents do not add to 100 because of rounding error.

Table 3.8

RESPONDING ETS PROJECTS CLASSIFIED BY NUMBER OF YEARS IN EXISTENCE

Years (Months) in Existence	Number	Percent
Nonresponse	3	3
Less than 1 year	19	18
1-2 years (12-23 months)	11	10
2-3 years (24-35 months)	11	10
3-4 years (36-47 months)	17	16
4-5 years (48-59 months)	12	11
5-6 years (60-71 months)	11	10
6-7 years (72-83 months)	8	8
7-8 years (87-95 months)	8	8
8-10 years (96-119 months)	5	5
Totals	105	100[1/]

[1/] Percents do not add to 100 because of rounding error.

Table 3.9

NUMBER AND PERCENT OF NONRESPONDENT ETS PROJECT DIRECTORS BY PROJECTS CLASSIFIED BY USOE REGION

USOE Region	Nonrespondents Frequency	Percent[1] of USOE Region Total	Percent[2] of National Total
Region I (n=8)	2	25	2
Region II (n=11)	3	27	3
Region III (n=10)	0	0	0
Region IV (n=20)	0	0	0
Region V (n=12)	1	8	1
Region VI (n=15)	0	0	0
Region VII (n=8)	1	12	1
Region VIII (n=6)	0	0	0
Region IX (n=15)	2	13	2
Region X (n=9)	0	0	0
National Total (N=114)[3]	9	--	8[4]

[1] Percents are based upon the total number of projects in the appropriate USOE Regional classification.

[2] Percents are based upon national total of 114 ETS projects.

[3] n = Number of ETS projects by USOE region.
N = Total number of ETS projects.

[4] Column percents do not add to the national figure of 8 percent because of rounding error.

Table 3.10

RESPONDING ETS PROJECTS CLASSIFIED BY USOE REGION

USOE Region Classification	Number	Percent
Region I	6	6
Region II	8	8
Region III	10	10
Region IV	20	19
Region V	11	10
Region VI	15	14
Region VII	7	7
Region VIII	6	6
Region IX	13	12
Region X	9	8
Totals	105	100

Table 3.11

PERCENT OF ETS PROJECT DIRECTORS BY AGE AND SEX
(Percents are based on a total of 105 respondents)

Age	Sex				Totals	
	Male		Female			
	Number	Percent	Number	Percent	Number	Percent
25 years or younger	7	7	4	4	11	10
26 to 35 years	36	34	11	10	47	45
36 to 45 years	20	19	10	9	30	28
46 to 55 years	5	5	5	5	10	10
56 to 65 years	4	4	3	3	7	7
66 years or older	0	0	0	0	0	0
Totals	72	69	33	31	105	100

Table 3.12

NUMBER AND PERCENT OF ETS PROJECT DIRECTORS BY ETHNICITY AND SPEAKING FLUENCY IN NON-ENGLISH LANGUAGE
(Percents are based on a total of 103 responses)[1/]

Ethnicity of ETS Project Director	ETS Project Directors' Speaking Fluency In Non-English Languages:										Totals[2/]	
	None		Spanish		Chinese or Japanese		American Indian		Other			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Native American or American Indian	8	8	2	2	0	0	4	4	1	1	14	14
Black or Afro-American or Negro	44	43	3	3	0	0	0	0	1	1	48	47
Spanish-speaking origins:												
Mexican American or Chicano	1	1	14	13	0	0	0	0	1	1	15	14
Puerto Rican	0	0	4	4	0	0	0	0	0	0	4	4
Other Spanish-speaking origins	0	0	0	0	0	0	0	0	0	0	0	0
Oriental or Asian-American	1	1	0	0	0	0	0	0	0	0	1	1
White or Caucasian	18	17	1	1	0	0	0	0	2	2	20	19
Other (French Canadian-American)	1	1	0	0	0	0	0	0	0	0	1	1
Totals	73	71	24	23	0	0	4	4	5	5	103	100

[1/] There were 105 questionnaires received but two white or Caucasian project directors did not respond to this question.

[2/] In cases where totals do not add across, one or more project directors speak more than one language.

Table 3.13

NUMBER AND PERCENT OF ETS PROJECTS IN EACH ETHNIC CLASSIFICATION THAT HAVE A DIRECTOR OF THE SAME ETHNICITY AS THE MAJORITY OF THE PROJECT'S CLIENTS

(All percents are based on row totals,
the number of projects in each ethnic classification)

Ethnicity of ETS Project Directors	Projects Classified by Predominate Client Ethnicity					
	Native American or American Indian	Black or Afro-American or Negro	Spanish-Speaking Origins:		White or Caucasian	Other (Hawaiian)
			Mexican-American or Chicano	Puerto Rican		
Native American or American Indian (n=14)	12 (86%)	0 (00%)	1 (06%)	0 (00%)	1 (05%)	0 (00%)
Black or Afro-American or Negro (n=48)	1 (07%)	45 (90%)	0 (00%)	0 (00%)	2 (11%)	0 (00%)
Mexican-American or Chicano (n=15)	0 (00%)	0 (00%)	15 (83%)	0 (00%)	0 (00%)	0 (00%)
Puerto Rican (n=4)	0 (00%)	0 (00%)	1 (06%)	3 (100%)	0 (00%)	0 (00%)
Oriental or Asian-American (n=1)	0 (00%)	0 (00%)	0 (00%)	0 (00%)	0 (00%)	1 (100%)
White or Caucasian (n=22)	1 (07%)	5 (10%)	1 (06%)	0 (00%)	15 (79%)	0 (00%)
Other (French Canadian-American) (n=1)	0 (00%)	0 (00%)	0 (00%)	0 (00%)	1 (05%)	0 (00%)
Totals	14 (100%)	50 (100%)	18 (100%)[1/]	3 (100%)	19 (100%)	1 (100%)

[1/] Percents do not add to 100 because of rounding error.

Table 3.14

TYPE OF COMMUNITY IN WHICH ETS PROJECT DIRECTORS LIVED DURING TWO TIME PERIODS

	Time Periods			
	Through High School Only		Since High School Only	
Type of Community	Number	Percent[1/]	Number	Percent[2/]
In a reservation	8	8	6	6
In a rural or farm community	26	25	8	8
In a small city or town of fewer than 50,000 people that was not a suburb	18	17	15	15
In a medium sized city (50,000-100,000 people)	16	15	11	11
In a suburb of a medium sized city	1	1	1	1
In a large city (100,000-500,000 people)	16	15	28	28
In a suburb of a large city	0	0	4	4
In a very large city (over 500,000 people)	18	17	26	26
In a suburb of a very large city	1	1	0	0
Totals	104	100[3/]	99	100[3/]

[1/] These percents are based on a total of 104 project directors. Responses were received from 105 project directors, but one project director gave a multiple response to this questionnaire item.

[2/] These percents are based on a total of 99 project directors. There were 105 questionnaires returned, but four project directors did not respond to this item and two project directors gave multiple responses.

[3/] Percents do not add to 100 because of rounding error.

Table 3.15

NUMBER AND PERCENT[1/] OF ETS PROJECT DIRECTORS WHO LIVED IN A TYPE OF COMMUNITY SIMILAR TO THAT OF THE MAJORITY OF CLIENTS IN THEIR PROJECT BY DIFFERENT TIME PERIODS

Project Classifications by Community Location of Majority of Clients	Project Directors Living In Community Similar to That of Project's Clients									Total who Lived in a Similar Community During at Least One Time Period		
	Through High School Only			Since High School Only			Both Through and Since High School					
	Frequency	Percent	Nonresponse	Frequency	Percent	Nonresponse	Frequency	Percent	Nonresponse	Frequency	Percent	Nonresponse
Rural/Reservation (n=31)	12	39	0 (00%)	1	03	0 (00%)	10	32	0 (00%)	23	74	0 (00%)
Small/Medium City (n=27)	5	19	0 (00%)	4	15	2 (07%)	9	33	0 (00%)	18	67	2 (07%)
Large/Very Large City (n=47)	3	06	0 (00%)	15	32	2 (04%)	26	55	0 (00%)	44	93	2 (04%)
National Total (N=105)	20	19	0 (00%)	20	19	4 (04%)	45	43	0 (00%)	85	81	4 (04%)

[1/] All percents are based on the row totals shown in parenthesis (n=__) in the "Project Classifications by Community Location of Majority of Clients" column. These totals represent the total number of responding projects in each project classification.

Table 3.16

ETS PROJECT DIRECTORS BY NUMBER OF YEARS OF EXPERIENCE AS DIRECTOR OF PRESENT ETS PROJECT

(Percents are based upon a total of 105
responding project directors)

Years of Experience	Number	Percent
Less than 1 year	35	33
1-2 years (12-35 months)	35	33
3-4 years (36-59 months)	22	21
5 years (60 months) or more	13	12
Totals	105	100[1/]

[1/] Percents do not add to 100 because of rounding error.

Table 3.17

NUMBER AND PERCENT OF ETS PROJECT DIRECTORS BY NUMBER OF YEARS OF EXPERIENCE AS DIRECTOR IN PRESENT ETS PROJECT AND PREVIOUS EXPERIENCE AS PROJECT DIRECTOR IN ETS, UB, OR RELATED PROJECTS

	Years of Experience as Project Director of Present ETS Project				Totals	
Types of Previous Experience	Less Than 1 Year (N=35)	1-2 Years (N=35)	3-4 Years (N=22)	5 Years or More (N=13)	Total With Previous Experience	Total Non-Response
Project Director of Another ETS Project						
Number	0	0	0	3	3	50
Percent of Column Total1/	0 %	0 %	0 %	23 %	*	*
Percent of National Total2/	0 %	0 %	0 %	3 %	3 %	48 %
Project Director of an UB Project						
Number	11	5	0	2	18	48
Percent of Column Total1/	31 %	14 %	0 %	15 %	*	*
Percent of National Total2/	10 %	5 %	0 %	2 %	17 %	46 %
Project Director of Other Related Projects						
Number	21	12	6	2	41	32
Percent of Column Total1/	60 %	34 %	27 %	15 %	*	*
Percent of National Total2/	20 %	11 %	6 %	2 %	39 %	30 %

1/ Percents are based on column totals.

2/ Percents are based on a total of 105 Project Directors.

* Row totals for this category would be meaningless.

Table 3.18

NUMBER AND PERCENT OF ETS PROJECT DIRECTORS BY NUMBER OF YEARS OF EXPERIENCE AS PROJECT DIRECTOR IN PRESENT ETS PROJECT AND PREVIOUS EXPERIENCE IN OTHER CAPACITIES IN ETS, UB, OR RELATED PROJECTS

Types of Previous Experience	Years of Experience as Project Director of Present ETS Project				Totals	
	Less Than 1 Year (N=35)	1-2 Years (N=35)	3-4 Years (N=22)	5 Years or More (N=13)	Experience	Total Non-Response
Other Capacity in Present ETS Project						
Number	12	21	9	1	43	9
Percent of Column Total 1/	34 %	60 %	41 %	8 %	*	*
Percent of National Total 2/	11 %	20 %	9 %	1 %	41 %	9 %
Other Capacity in Another ETS Project						
Number	1	2	0	0	3	59
Percent of Column Total 1/	3 %	6 %	0 %	0 %	*	*
Percent of National Total 2/	1 %	2 %	0 %	0 %	3 %	56 %
Other Capacity in UB Project						
Number	8	3	0	1	12	42
Percent of Column Total 1/	23 %	9 %	0 %	8 %	*	*
Percent of National Total 2/	8 %	3 %	0 %	1 %	11 %	40 %
Other Capacity in Other Related Projects						
Number	18	16	6	2	42	29
Percent of Column Total 1/	51 %	46 %	27 %	15 %	*	*
Percent of National Total 2/	17 %	15 %	6 %	2 %	40 %	28 %

1/ Percents are based on column totals.

2/ Percents are based on a total of 105 Project Directors.

* Row totals for this category would be meaningless.

Table 3.19

HIGHEST POSTSECONDARY EDUCATIONAL DEGREE EARNED BY PROJECT DIRECTORS

Highest Postsecondary Educational Degree Earned	Number of ETS Project Directors	Percent of ETS Project Directors
None	6	6
A degree or diploma based on less than 4 year's work	9	8
A bachelor's degree	44	42
A master's degree	40	38
A professional or specialist diploma (sixth year)	2	2
A doctor's degree	4	4
Totals	105	100

Table 3.20

HIGHEST POSTSECONDARY EDUCATIONAL DEGREE OF PROJECT DIRECTORS BY CURRENT ENROLLMENT STATUS IN DEGREE PROGRAM AND BY ATTENDANCE IN SPECIAL TRAINING PROGRAMS

Highest Postsecondary Educational Degree Earned	Currently Enrolled in Degree Program			Attended Training Program		
	Number	Percent of Degree Total 1/	Percent of National Total 2/	Number	Percent of Degree Total 1/	Percent of National Total 2/
None (n=6)	3	50	3	4	67	4
A degree or diploma based on less than 4 year's work (n=9)	7	78	7	4	44	4
A bachelor's degree (n=44)	17	39	16	22	50	21
A master's degree (n=40)	9	22	8	28	70	26
A professional or specialist diploma (sixth year)(n=2)	1	50	1	1	50	1
A doctor's degree (n=4)	0	0	0	2	50	2
Totals (N=105)	37	*	35	61	*	58

1/ These percents are based on total number of project directors in each degree classification, as shown in parenthesis (n=__) in the column entitled, "Highest Postsecondary Educational Degree Earned."

2/ These percents are based on a total of 105 project directors.

* Column totals for this category would be meaningless.

Table 3.21

TYPES OF INSTITUTIONS HOSTING ETS PROJECTS

Type of Host Institution	Number	Percent
Public Educational Institution	31	30
Private Educational Institution	13	12
Consortium of Educational Institutions	5	5
Agency for Consortium	2	2
Private/Nonprofit Agency	42	40
Public Agency	12	11
Totals	105	100

Table 3.22

DISTRIBUTIONS OF ETS HOST EDUCATIONAL INSTITUTIONS[1/] BY PUBLIC OR PRIVATE STATUS

(Percents are based on a total of 44 projects)

ETS Host Educational Institutions	Private		Public		Totals	
	Number	Percent	Number	Percent	Number	Percent
Two-year college	2	5	5	12	7	16
Four-year college	11	25	24	54	35	80
Vocational/technical school	0	0	1	2	1	2
Other (secondary school, school corporation, etc.)	0	0	1	2	1	2
Totals	13	30	31	70	44	100

[1/] Does not include a consortium of educational institutions.

Table 3.23

POSITION AND STATUS OF ETS PROJECT DIRECTORS IN HOST EDUCATIONAL INSTITUTIONS[1]

Position and Status	Yes		No		Nonresponse		Total	
	Number	Percent[2]	Number	Percent[2]	Number	Percent[2]	Number	Percent[2]
Faculty Status	20	47	23	53	0	0	43	100
Tenure	6	14	36	84	1	2	43	100
Administrative Appointment	14	33	28	65	1	2	43	100
Serving on Planning or Advisory Committees	26	60	17	40	0	0	43	100

[1] Does not include a consortium of educational institutions.

[2] All percents are based on a total of 43 educational institutions.

Table 3.24

NUMBER AND PERCENT OF ETS HOST INSTITUTIONS SPONSORING OTHER RELATED PROGRAMS FOR THE DISADVANTAGED

(All percents are based on a total of 105 host institutions)

Type of Program Sponsored	Is program sponsored by host institution?		
	Yes	No	Nonresponse
Upward Bound	39 (37%)	52 (50%)	14 (13%)
Special Services	33 (31%)[1]	55 (52%)[1]	17 (16%)[1]
Other Federal Programs for the Disadvantaged	67 (64%)	25 (24%)	13 (12%)
Non-Federal Programs for the Disadvantaged	52 (49%)	29 (28%)	24 (23%)

[1] Percents do not add to 100 because of rounding error.

Table 3.25

NUMBER AND PERCENT OF ETS HOST INSTITUTIONS HOSTING VARIOUS TYPES OF FEDERAL OR NON-FEDERAL PROGRAMS FOR DISADVANTAGED STUDENTS

(Percents are based on a total of 105 host institutions)

Type of Programs Sponsored In Addition to ETS	Number	Percent
1. None	18	17
2. Upward Bound only	3	3
3. Special Services only	1	1
4. Only Other Federal Programs for Disadvantaged	15	14
5. Only Non-Federal Programs for Disadvantaged	10	10
6. Upward Bound and Special Services	4	4
7. Upward Bound, Special Services, and Other Federal Programs for Disadvantaged	7	7
8. Upward Bound, Special Services, Non-Federal Programs for Disadvantaged and Other Federal Programs for Disadvantaged	17	16
9. Upward Bound and Other Federal or Non-Federal Programs for Disadvantaged	8	8
10. Special Services and Other Federal or Non-Federal Programs for Disadvantaged	4	4
11. Other Federal or Non-Federal Programs for Disadvantaged	18	17
Totals	105	100[1/]

[1/] Percents do not add to 100 because of rounding error.

Table 3.26

NUMBER AND PERCENT OF ETS HOST INSTITUTIONS SPONSORING OTHER RELATED PROGRAMS FOR THE DISADVANTAGED BY DEGREE OF COOPERATION
(All percents are based on a total of 105 host institutions)

Type of Program Sponsored with ETS Program	Degree of Cooperation Between ETS and Sponsored Program					TOTAL
	Very Low	Low	Moderate	High	Very High	
Upward Bound	0 (00%)	0 (00%)	4 (10%)	13 (33%)	22 (56%)	39 (100%)[1/]
Special Services	0 (00%)	1 (03%)	4 (12%)	7 (21%)	21 (64%)	33 (100%)
Other Federal Programs for the Disadvantaged	3 (04%)	2 (03%)	8 (12%)	25 (37%)	29 (43%)	67 (100%)[1/]
Non-Federal Programs for the Disadvantaged	1 (02%)	2 (04%)	9 (17%)	15 (27%)	26 (50%)	52 (100%)

[1/] Percents do not add to 100 because of rounding error.

Table 3.27

NUMBER AND PERCENT OF PROJECTS ENGAGING IN SELECTED ACTIVITIES

Activity	Projects Engaging in Activity	
	Number	Percent
1. Recruitment:1/		
Field work with schools to identify students who can benefit from ETS.	104	100
Field work with community agencies to identify students who can benefit from ETS.	103	99
"On the street" types of activities designed to contact students who can benefit from ETS.	79	76
Serving "walk ins" at project office for initial contact.	99	95
2. Community Activities:1/		
Making home contacts designed to help parents encourage their children to increase their educational aspirations.	99	95
Working with community agencies to identify resources that will be useful to students who need assistance in order to begin or continue their education.	104	100
Attending meetings in and of the community to provide information and encouragement about post-secondary education.	101	97
3. Direct Student Services:2/		
Formal counseling sessions.	101	98
Tutoring or conducting courses in basic academic skills.	25	24
Informal "rap sessions" with students about their concerns.	94	91
Writing letters to promising students to encourage them to pursue additional education.	75	73
Making phone calls to students encouraging them to pursue additional education.	88	85

- continued -

Table 3.27 (continued)

Activity	Projects Engaging in Activity	
	Number	Percent
3. Direct Student Services (continued):		
Crises intervention in such areas as drug abuse, or when clients become involved with law enforcement personnel, etc.	50	48
Conducting or providing social activities for clients served by the program.	35	34
Conducting or providing cultural activities for clients served by the program.	40	39
Establishing contacts with colleges and universities for students.	102	99
Assisting students to gain reentry to high school.	80	78
Assisting dropouts to find alternative paths to a high school diploma such as taking the G.E.D. or home study.	98	95
Follow-up activities on former clients.	88	85
Bringing admission officers to project for student interviews.	49	48
Providing admission and financial aid information.	99	96
Assistance in completing admission and financial aid forms.	101	98
Obtaining services for students, e.g., part-time employment, social security benefits, etc.	89	86
Assisting students to gain reentry to post-secondary education.	97	94
Field trips to postsecondary institutions.	84	82
Other.	10	10
4. Efforts to Improve Quality of Educational Opportunity:1/		
Community service and organizational activity (work with public schools, foundations, school committees, service clubs, etc.).	99	95
Work with state and national educational associations such as CEEB, NASFAA, APGA, ACAC, etc.)	79	76

- continued -

Table 3.27 (continued)

Activity	Projects Engaging in Activity	
	Number	Percent
4. Efforts to Improve Quality of Educational Opportunity (continued):		
Work with postsecondary educational institutions to improve number and quality (climate) of educational opportunities.	91	88
Work with other agencies, public and private, to develop additional resources needed by students (e.g., banks, state scholarship commissions, welfare commission, and legislatures).	84	81
Work to improve national impact of the program such as consulting to regional and national offices of USOE, Research Triangle Institute, etc.	69	66
5. Administrative:[1]		
Staff development including selection and training.	99	95
Planning, implementation and evaluation, both fiscal and program.	100	96
Record keeping, report preparation, data collection.	103	99
Public relations and information.	100	96
Work with Advisory Committee.	98	94
Fund raising.	55	53

[1] Results are based on responses from 104 projects. Though 105 questionnaires were received, responses from one project were uninterpretable.

[2] In this section, Direct Student Services, percents are based on 103. One project director did not respond to this section.

Table 3.28

PERCENT OF PROJECTS ENGAGING IN THOSE SELECTED ACTIVITIES WITH A NOTEWORTHY DIFFERENCE[1] IN PARTICIPATION RATES BY SIZE OF PROJECT[2]

(All percents are based on the column totals as indicated by n=__)

Activity With Noteworthy Differences In Participation Rates	Size of Project[3]		
	Small	Medium	Large
1. Recruitment	(n=31)	(n=38)	(n=35)
2. Community Activity	(n=31)	(n=38)	(n=35)
3. Direct Student Services	(n=30)	(n=38)	(n=35)
Writing letters to promising students to encourage them to pursue additional education.	60	76	80
Conducting or providing social activities for clients served by the program.	23	42	34
Conducting or providing cultural activities for clients served by the program.	30	45	40
Follow-up activities on former clients.	77	84	94
Bringing admission officers to project for student interviews.	43	45	54
Obtaining services for students, e.g., part-time employment, social security benefits, etc.	87	92	80
Field trips to postsecondary institutions.	77	82	86
4. Efforts to Improve Quality of Educational Opportunity	(n=31)	(n=38)	(n=35)
Work with state and national education associations such as CEEB, NASFAA, APGA, ACAC, etc.	64	68	94
Work with other agencies, public and private, to develop additional resources needed by students (e.g., banks, state scholarship commissions, welfare commission, and legislatures).	77	76	89
Work to improve national impact of the program such as consulting to regional and national offices of USOE, Research Triangle Institute, etc.	48	61	89
5. Administrative	(n=31)	(n=38)	(n=35)
Staff developing including selection and training.	87	97	100
Planning, implementation and evaluation, both both fiscal and program.	87	100	100
Work with Advisory Committee.	87	95	100
Fund raising.	41	43	74

Table 3.28 (continued)

1/ A difference of greater than 10 percent was considered noteworthy.

2/ Results are based on responses from 104 projects. Though 105 questionnaires were received, responses from one project were uninterpretable.

3/ Small projects equal less than 550 clients.
Medium projects equal 551 to 1100 clients.
Large projects equal greater than 1101 clients.

Table 3.29

PERCENT OF PROJECTS ENGAGING IN THOSE SELECTED ACTIVITIES WITH A NOTEWORTHY DIFFERENCE[1] IN PARTICIPATION RATES BY ETHNIC CLASSIFICATIONS[2]
(All percents are based on the column totals as indicated by n=__)

Activity with Noteworthy Differences in Participation Rates	Projects Classified by Ethnicity of Majority of Clients			
	Native American	Black	Mexican American	White
1. Recruitment	(n=14)	(n=49)	(n=18)	(n=19)
"On the street" types of activities designed to contact students who can benefit from ETS.	64	82	72	74
Serving "walk ins" at project office for initial contact.	100	96	100	84
2. Community Activity	(n=14)	(n=49)	(n=18)	(n=19)
Making home contacts designed to help parents encourage their children to increase their educational aspirations.	86	96	100	95
3. Direct Student Services	(n=14)	(n=48)	(n=18)	(n=19)
Tutoring or conducting courses in basic academic skills.	21	19	33	26
Informal "rap sessions" with students about their concerns.	93	88	100	90
Writing letters to promising students to encourage them to pursue additional education.	64	69	83	84
Crises intervention in such areas as drug abuse, or when clients become involved with law enforcement personnel, etc.	71	42	44	53
Conducting or providing social activities for clients served by the program.	36	29	39	26
Conducting or providing cultural activities for clients served by the program.	50	42	33	21
Assisting students to gain reentry to high school.	93	73	61	90
Follow-up activities on former clients.	86	90	90	68
Bringing admission officers to project for student interviews.	43	56	33	37
Obtaining services for students, e.g., part-time employment, social security benefits, etc.	93	88	83	79

- continued -

Table 3.29 (continued)

Activity with Noteworthy Differences in Participation Rates	Projects Classified by Ethnicity of Majority of Clients			
	Native American	Black	Mexican American	White
4. Efforts to Improve Quality of Educational Opportunity	(n=14)	(n=49)	(n=18)	(n=19)
Work with postsecondary educational institutions to improve number and quality (climate) of educational opportunities.	93	92	78	79
Work with other agencies, public and private, to develop additional resources needed by students (e.g., banks, state scholarship commissions, welfare commission, and legislatures).	79	86	83	68
Work to improve national impact of the program such as consulting to regional and national offices of USOE, Research Triangle Institute, etc.	64	71	72	53
5. Administrative	(n=14)	(n=49)	(n=18)	(n=19)
Staff development including selection and training.	86	94	100	100
Work with Advisory Committee.	100	88	100	100
Fund raising.	29	55	83	37

1/ A difference of greater than 10 percent was considered noteworthy.

2/ Results are based on responses from 104 projects. Though 105 questionnaires were received, responses from one project were uninterpretable.

Table 3.31

PERCENT OF PROJECTS ENGAGING IN THOSE SELECTED ACTIVITIES[1] WITH A NOTEWORTHY DIFFERENCE[1] IN PARTICIPATION RATES BY LOCATION OF MAJORITY OF TARGET POPULATION[2]
(All percents are based on the column totals as indicated by n=__)

Activity with Noteworthy Differences In Participation Rates	Client Location		
	Rural/ Reservation	Small/ Medium City	Large City
1. Recruitment	(n=31)	(n=26)	(n=47)
"On the street" types of activities designed to contact students who can benefit from Talent Search.	64	92	74
2. Community Activity	(n=31)	(n=26)	(n=47)
3. Direct Student Services	(n=31)	(n=25)	(n=47)
Writing letters to promising students to encourage them to pursue additional education.	87	76	62
Crises intervention in such areas as drug abuse, or when clients become involved with law enforcement personnel, etc.	55	56	40
Conducting or providing social activities for clients served by the program.	32	20	43
Conducting or providing cultural activities for clients served by the program.	42	20	47
Assisting students to gain reentry to high school.	84	80	72
Follow-up activities on former clients.	77	84	91
Bringing admission officers to project for student interviews.	48	32	55
4. Efforts to Improve Quality of Educational Opportunity	(n=31)	(n=26)	(n=47)
Work with other agencies, public and private, to develop additional resources needed by students (e.g., banks, state scholarship commissions, welfare commission, and legislatures).	81	69	87
Work to improve national impact of the program such as consulting to regional and national offices of USOE, Research Triangle Institute, etc.	71	58	68

- continued -

Table 3.31 (continued)

Activity with Noteworthy Differences In Participation Rates	Client Location		
	Rural/ Reservation	Small/ Medium City	Large City
5. Administrative	(n=31)	(n=26)	(n=47)
Work with Advisory Committee.	100	88	94
Fund raising.	48	46	60

1/ A difference of greater than 10 percent was considered noteworthy.

2/ Results are based on responses from 104 projects. Though 105 questionnaires were received, responses from one project were uninterpretable.

Table 3.32

PERCENT OF PROJECTS ENGAGING IN THOSE SELECTED ACTIVITIES WITH A NOTEWORTHY DIFFERENCE[1/] IN PARTICIPATION RATES BY AGE OF PROJECT[2/]
(All percents are based on column totals as indicated by n=__)

Activity with Noteworthy Differences In Participation Rates	Age of Project			
	≤ 23 Months	24-47 Months	48-71 Months	≥ 72 Months
1. Recruitment	(n=30)	(n=27)	(n=23)	(n=21)
2. Community Activity	(n=30)	(n=27)	(n=23)	(n=21)
3. Direct Student Services	(n=30)	(n=27)	(n=22)	(n=21)
Tutoring or conducting courses in basic academic skills.	33	18	23	19
Making phone calls to students encouraging them to pursue additional education.	93	78	86	81
Crises intervention in such areas as drug abuse, or when clients become involved with law enforcement personnel, etc.	53	56	36	38
Conducting or providing social activities for clients served by the program.	40	30	41	19
Conducting or providing cultural activities for clients served by the program.	43	30	54	24
Assisting students to gain reentry to high school.	83	78	86	57
Follow-up activities on former clients.	77	89	91	86
Bringing admission officers to project for student interviews.	37	48	54	52
Assisting students to gain reentry to postsecondary education.	87	100	95	95
Field trips to postsecondary institutions.	77	78	91	81
4. Efforts to Improve Quality of Educational Opportunity	(n=30)	(n=27)	(n=23)	(n=21)
Work with state and national education associations such as CEEB, NASFAA, APGA, ACAC, etc.	67	89	70	76
Work with postsecondary educational institutions to improve the number and quality (climate) of educational opportunities.	93	70	91	95

- continued -

Table 3.32 (continued)

Activity with Noteworthy Differences In Participation Rates	Age of Project			
	≤ 23 Months	24-47 Months	48-71 Months	≥ 72 Months
4. Efforts to Improve Quality of Educational Opportunity (continued)				
Work to improve national impact of the program such as consulting to regional and national offices of USOE, Research Triangle Institute, etc.	57	70	65	76
5. Administrative	(n=30)	(n=27)	(n=23)	(n=21)
Fund raising.	50	52	61	48

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[1] A difference of greater than 10 percent was considered noteworthy.

[2] Results are based on responses from 104 projects. Though 105 questionnaires were recieved, responses from one project were uninterpretable.

Table 3.33

MEDIAN AND RANGE OF PERCENTS-OF-EFFORT EXPENDED BY PROJECTS ON THOSE PROGRAM ACTIVITIES WITH NOTEWORTHY REGIONAL DIFFERENCES[1/]
(All percents are based on column totals)

Activity with Noteworthy Differences in Participation	Projects Classified by USOE Region Location									
	I (n=6)	II (n=8)	III (n=9)	IV (n=19)	V (n=11)	VI (n=15)	VII (n=7)	VIII (n=6)	IX (n=13)	X (n=8)
Recruitment										
Median percent	10	10	20	30	20	25	40	25	25	20
Range of percents	3-50	0-50	10-50	5-80	5-70	5-90	10-70	9-60	5-90	10-70
Direct Student Services										
Median percent	30	50	35	20	30	30	20	30	25	20
Range of percents	1-80	27-80	0-80	5-65	20-66	0-75	0-50	15-77	3-62	5-60

[1/] A difference of greater than 20 percent was considered noteworthy.

Table 3.34

PERCENT OF PROJECTS ENGAGING IN THOSE SELECTED ACTIVITIES WITH A NOTEWORTHY DIFFERENCE[1] IN PARTICIPATION RATES BY USOE REGION LOCATION[2]

(All percents are based on column totals as indicated by n=__)

Activity with Noteworthy Differences in Participation Rates	Projects Classified by USOE Region Location									
	I	II	III	IV	V	VI	VII	VIII	IX	X
1. Recruitment	(n=6)	(n=8)	(n=10)	(n=20)	(n=10)	(n=15)	(n=7)	(n=6)	(n=13)	(n=9)
"On the street" types of activities designed to contact students who can benefit from ETS.	83	62	90	85	80	67	71	83	69	67
2. Community Activity	(n=6)	(n=8)	(n=10)	(n=20)	(n=10)	(n=15)	(n=7)	(n=6)	(n=13)	(n=9)
Making home contacts designed to help parents encourage their children to increase their educational aspirations.	100	88	100	95	100	100	100	67	92	100
3. Direct Student Services	(n=6)	(n=8)	(n=10)	(n=20)	(n=10)	(n=15)	(n=6)	(n=6)	(n=13)	(n=9)
Tutoring or conducting courses in basic academic skills.	33	50	40	10	20	20	33	0	23	33
Writing letters to promising students to encourage them to pursue additional education.	33	38	100	70	60	93	83	83	69	78
Making phone calls to students encouraging them to pursue additional education.	50	75	100	90	70	93	83	83	92	89
Crises intervention in such areas as drug abuse, or when clients become involved with law enforcement personnel, etc.	50	62	50	35	40	53	33	67	46	67

- continued -

Table 3.34 (continued)

Activity with Noteworthy Differences in Participation Rates	Projects Classified by USOE Region Location									
	I	II	III	IV	V	VI	VII	VIII	IX	X
3. Direct Student Services (continued)										
Conducting or providing social activities for clients served by the program.	17	75	30	30	30	27	33	33	38	33
Conducting or providing cultural activities for clients served by the program.	17	62	50	30	40	40	33	33	38	44
Assisting students to gain reentry to high school.	83	75	90	80	70	73	67	83	69	89
Follow-up activities on former clients.	67	88	90	85	90	93	67	83	85	89
Bringing admission officers to project for student interviews.	50	75	50	45	60	53	33	17	38	44
Obtaining services for students, e.g., part-time employment, social security benefits, etc.	100	88	100	80	80	93	67	100	77	89
Field trips to postsecondary institutions.	83	75	100	60	80	87	100	83	85	89
4. Efforts to Improve Quality of Educational Opportunity	(n=6)	(n=8)	(n=10)	(n=20)	(n=10)	(n=15)	(n=7)	(n=6)	(n=13)	(n=9)
Work with state and national education associations such as CEEB, NASFAA, APGA, ACAC, etc.	67	25	90	75	90	93	57	67	77	89
Work with postsecondary educational institutions to improve number and quality (climate) of educational opportunities.	67	88	90	90	100	80	86	67	92	100

Table 3.34 (continued)

Activity with Noteworthy Differences in Participation Rates	Projects Classified by USOE Region Location									
	I	II	III	IV	V	VI	VII	VIII	IX	X
4. Efforts to Improve Quality of Educational Opportunity (continued)										
Work with other agencies, public and private, to develop additional resources needed by students (e.g., banks, state scholarship commissions, welfare commission, and legislatures).	83	75	80	85	90	73	57	67	92	89
Work to improve national impact of the program such as consulting to regional and national offices of USOE, Research Triangle Institute, etc.	33	25	70	80	60	87	57	67	77	56
5. Administrative	(n=6)	(n=8)	(n=10)	(n=20)	(n=10	(n=15)	(n=7)	(n=6)	(n=13)	(n=9)
Planning, implementation and evaluation, both fiscal and program.	100	100	90	100	100	100	71	100	92	100
Fund raising.	33	25	60	30	80	67	43	50	69	56

1/ A difference of greater than 20 percent was considered noteworthy.

2/ Results are based on responses from 104 projects. Though 105 questionnaires were received, responses from one project were uninterpretable.

Table 3.35

PERCENT OF PROJECTS WITH AT LEAST A MODERATE EMPHASIS ON SELECTED SERVICES AND ACTIVITIES

(Percents are based on responses from 105 projects)

Type of Organized Service or Activity	Is service or activity at least moderately emphasized? Yes	No	No Response
a. Academic:			
Reading.	9	88	3
Remedial English.	8	89	3
Other English courses.	4	93	3
Remedial mathematics.	7	90	3
Other mathematics.	3	92	5
Heritage of minority groups.	10	83	7
Social sciences courses (such as psychology, sociology, history, etc.).	5	90	5
Foreign language courses.	2	94	4
Special interest courses (such as photography, hot rod, etc.).	8	88	4
Taking tests preparing for college examinations (such as SAT or ACT).	42	55	3
Learning how to study.	25	71	4
Tutoring by professional teachers and counselors.	23	71	6
Tutoring by college students.	25	70	5
Tutoring by other students in your program.	12	84	4
b. Counseling and Other Help:			
Individual counseling on personal problems (such as family problems, boy-girl relations, family finances, drugs, etc.).	80	18	2
Counseling on vocation or career best suited to student's abilities and interests.	95	5	0
Counseling on academic problems.	89	11	0
Visits to one or more colleges or other schools.	82	8	0
Information and counseling about requirements and costs of college or other types of school.	95	5	0

- continued -

Table 3.35 (continued)

Type of Organized Service or Activity	Is service or activity at least moderately emphasized?		
	Yes	No	No Response
b. Counseling and Other Help: (continued)			
Help in choosing a college or vocational/technical school.	94	6	0
Help in applying to college or vocational/technical school.	96	4	0
Information and counseling about financial aid for colleges or other types of schools.	96	4	0
Help in applying for financial aid.	95	5	0
Help in finding jobs.	56	44	0
c. Activities:			
Sports.	7	83	10
Social gatherings.	19	71	10
Cultural activities (such as exhibits, field trips, speakers, etc.).	34	62	4

Table 3.36

PERCENT OF PROJECTS CONDUCTING VARIOUS TYPES OF FOLLOW-UP ACTIVITIES ON CLIENTS ENTERING EDUCATIONAL PROGRAMS[1/]

Follow-Up Activity	Is the Activity Conducted?			Nonresponse
	Yes	No, because		
		It is Very Important, but Lack Resources	It is Not Worth Required Resources	
Check to see if client actually entered the institution.	92	7	1	0
Check to see if he obtains financial aid.	96	4	0	0
Notify the institution's Special Service Director of client's arrival and needs.	77	17	3	3
Make one check to see how client is doing during first year in program.	62	34	2	2
Make two or more checks on client during first year in program.	35	59	3	3
Check on client after first year.[2/]	44	48	6	2

1/ Unless indicated otherwise, percents are based on a total of 102 projects. Three of the 105 responding projects were new projects that had not yet placed clients in education programs and, as a result, had not yet established procedures for following up on such clients.

2/ Percents for this activity are based on 100 projects because two projects, though in existence long enough to conduct the other activities in this table, were not old enough to check on clients who had been placed in an education program for at least one year.

Table 3.37

NUMBER AND PERCENT OF PROJECTS CONDUCTING FOLLOW-UP ACTIVITIES ON FORMER CLIENTS

	Yes	No	Not Applicable[1]	Nonresponse	Total
Does your project regularly (at least annually) conduct a follow-up of former clients?	71 (68%)	26 (25%)	7 (7%)	1 (1%)	105 (100%)[2]
If your project does not regularly conduct a follow-up of former clients, has your project ever conducted such a follow-up?	9 (35%)	17 (65%)	0 (0%)	0 (0%)	26 (100%)

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[1] These are new projects that have not been in existence long enough to conduct an annual follow-up on former clients.

[2] Percents do not add to 100 because of rounding error.

Table 3.38

NUMBER AND PERCENT OF PROJECTS COLLECTING AND MAINTAINING VARIOUS TYPES OF STUDENT-RELATED INFORMATION IN PROJECT FILES ON MAJORITY OF CLIENTS

(Percents are based on a total of 103 projects)

Type of Student-Related Information	Number of Projects	Percent of Projects
SAT scores.	61	58
ACT scores.	61	58
Other standardized achievement test scores.	37	35
Other standardized aptitude test scores.	31	30
Attitude scale profiles.	13	12
High school or postsecondary transcripts.	68	65
College or postsecondary applications.	68	65
Recommendations or commendations.	72	69
Parents' Confidential Statement 1040 Form.	57	54
Financial aid application.	70	67
Follow-up data on former clients.	73	70
Anecdotal records.	62	59

Table 3.39

NUMBER AND PERCENT OF PROJECTS COLLECTING AND MAINTAINING VARIOUS TYPES OF STUDENT-RELATED INFORMATION IN PROJECT FILES ON MAJORITY OF CLIENTS BY TYPE OF HOST INSTITUTION

(Percents are based on column totals)

	Type of Host Institution	
Type of Student-Related Information	Educational (N=49)	Non-Educational[1] (N=54)
SAT scores.	24 (49%)	37 (68%)
ACT scores.	29 (59%)	32 (59%)
Other standardized achievement test scores.	21 (43%)	16 (30%)
Other standardized aptitude test scores.	16 (33%)	15 (28%)
Attitude scale profiles.	2 (04%)	11 (20%)
High school or postsecondary transcripts.	30 (61%)	38 (70%)
College or postsecondary applications.	26 (53%)	42 (78%)
Recommendations or commendations.	33 (67%)	39 (72%)
Parents' Confidential Statement 1040 Form.	18 (37%)	39 (72%)
Financial aid application.	26 (53%)	44 (81%)
Follow-up data on former clients.	32 (65%)	41 (76%)
Anecdotal records.	31 (63%)	31 (57%)

[1] Two projects hosted by non-educational institutions did not respond to this question.

Table 3.40

PERCENT[1] OF PROJECTS PROVIDING INSERVICE TRAINING IN SELECTED TOPICS TO ETS STAFF MEMBERS

	Is Topic Covered in Inservice Training?		
Training Topics	Yes	No	Nonresponse
Counseling techniques.	88	2	10
Identification of resources.	72	3	25
Dropout prevention.	53	12	35
Diagnosis of student problems.	70	8	22
Use of equipment or materials.	60	12	28
Administrative or management techniques.	72	6	22

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[1] All percents are based on total of 89 projects providing inservice training. Though 90 projects provide inservice training, one project gave inconsistent information.

Table 3.41

PERCENT ETS CLIENTS BY ETHNICITY AND BY PROJECTS CLASSIFIED BY LOCATION OF MAJORITY OF CLIENTS

(Percents are based on column totals of clients within each project type)

	Projects by Location of Majority of Clients[1]				
Ethnicity of Clients	Rural (n=21,919)	Reservation (n=4,987)	Small or Medium City (n=23,898)	Large/Very Large City (n=52,897)	Totals (n=103,701)
Black or Afro-American	37	1	36	61	48
Chicano or Mexican-American	18	1	22	17	18
Puerto Rican	0	0	1	6	4
Other Spanish-speaking	0	0	2	1	1
Oriental or Asian-American	1	0	0	1	1
Native American or American Indian	13	96	3	4	10
White or Caucasian	29	2	34	9	19
Other	2	0	1	0	1
Totals	100	100	100[2]	100[2]	100[2]

[1] The numbers in parenthesis (n=__) indicate the reported number of clients served by each project type.

[2] Percents do not add to 100 because of rounding error.

Table 3.42

PERCENT ETS CLIENTS BY ETHNICITY AND BY PROJECTS CLASSIFIED BY ETHNICITY OF MAJORITY OF CLIENTS

(Percents are based on column totals of clients within each project type)

Ethnicity of Clients	Projects by Ethnicity of Majority of Clients[1/]						All Projects (n=103,701)
	Native American (n=9,221)	Black (n=52,057)	Mexican American (n=22,615)	Puerto Rican (n=2,814)	White (n=16,479)	Other (n=515)	
Black or Afro-American	1	83	12	3	20	1	48
Chicano or Mexican-American	1	3	70	1	6	1	18
Puerto Rican	2	1	1	91	0	2	4
Other Spanish-speaking	0	1	1	3	0	0	1
Oriental or Asian-American	0	1	1	0	0	20	1
Native American or American Indian	93	1	3	0	3	0	10
White or Caucasian	3	10	12	1	69	5	19
Other	0	0	0	0	1	71	1
Totals	100	100	100	100[2/]	100[2/]	100	100[2/]

[1/] The numbers in parenthesis (n=__) indicate the reported number of clients served by each project type.

[2/] Percents do not add to 100 because of rounding error.

Table 3.43

PERCENT OF ETS CLIENTS IN SELECTED AGE AND EDUCATIONAL STATUS CATEGORIES

(Percents are based on total of 99,093 clients reported by 101 projects)

Age and Educational Status Categories	Percent
Secondary school enrollees:	
7th - 8th graders	2
9th - 10th graders	4
11th graders	8
12th graders	47
Subtotal	61
High school graduates:	
17 to 20 years of age	14
21 to 25 years of age	6
Over 25 years of age	3
Subtotal	23
Secondary school dropouts:	
14 to 16 years of age	2
17 to 20 years of age	4
21 to 25 years of age	3
Over 25 years of age	2
Subtotal	11
Postsecondary dropouts (any age)	3
Other	4
Totals	100[1]

[1] Percents do not add to 100 because of rounding error.

Table 3.44

RESPONSES (NUMBER AND PERCENT) OF PROJECT DIRECTORS TO QUESTION ABOUT SATISFACTION WITH GUIDELINES FOR DEFINING TARGET POPULATION BY USOE REGION LOCATION OF PROJECT
(All percents are based on the row totals, the number of projects in each region)

USOE Region	Are you satisfied with OE guidelines that define the ETS target population?		
	Yes	No	Nonresponse
Region I (n=6)	2 (33%)	4 (67%)	0 (00%)
Region II (n=8)	3 (38%)	4 (50%)	1 (12%)
Region III (n=10)	7 (70%)	2 (20%)	1 (10%)
Region IV (n=20)	12 (60%)	7 (35%)	1 (05%)
Region V (n=11)	7 (64%)	4 (36%)	0 (00%)
Region VI (n=15)	12 (80%)	3 (20%)	0 (00%)
Region VII (n=7)	4 (57%)	3 (43%)	0 (00%)
Region VIII (n=6)	3 (50%)	3 (50%)	0 (00%)
Region IX (n=13)	10 (77%)	3 (23%)	0 (00%)
Region X (n=9)	6 (67%)	2 (22%)	1 (11%)
Totals (n=105)	66 (63%)	35 (33%)	4 (04%)

Table 3.45

PERCENT OF PROJECTS USING VARIOUS CRITERIA FOR DETERMINING A CLIENT'S "EXCEPTIONAL POTENTIAL" BY RANKING OF CRITERION'S IMPORTANCE

(Rankings based on responses from 100 project directors)

Criterion for Determining Exceptional Potential[1]	Weighted Total Ranking Score[2]
1. Clients' own traits not traits of his relatives (e.g., attitudes, motivation, interests, objectives, leadership ability, physical/mental alertness, emotional stability, etc.) with no mention of what is used to measure these traits.	550
2. High school staff recommendations or consultations with school personnel (e.g., principals, teachers, counselors), or with staffs of other programs (e.g., Upward Bound and Special Services).	152
3. General "scholastic record" and/or "academic performance" (no measure of these mentioned).	149
4. Environmental or family characteristics; i.e., those who show need to ETS services because of financial need, cultural or rural isolation, family background, indifferent educational system.	148
5. High school grades or rank in class.	129
6. Test scores (standardized and unstandardized).	113
7. ETS staff judgments based on interviews or on "intuiticn" or on "acquaintance" with student, meetings, etc.	108
8. Consultation or recommendations from parents, community persons, Advisory Council (Board), or from nonspecified others.	68
9. General scholastic performance and/or "academic performance" (measurement of these mentioned, e.g., combination of test score, grades, and recommendations, and such miscellaneous others as anecdotal record, honor courses).	44

[1] These criteria were formed by combining the specific criteria listed by project directors.

[2] Project directors were asked to list five specific criteria and to indicate the importance of each, using a "1" for the most important, a "2" for the next important, etc. The weighted total ranking score was obtained by assigning a value of 5 to the most important criteria specified by each project director, a value of 4 to the second most important criteria, etc., and then summing the resultant values.

Table 3.46

PERCENT OF ETS PROJECTS LOCATED NEAR OTHER PROGRAMS FOR THE DISADVANTAGED

(All percents are based on total of 105 projects)

Programs	Are any of the following programs located in the geographic area served by your ETS project?				Totals
	Yes	No	Don't know	Nonresponse	
Upward Bound Programs	94	3	1	2	100
Other Educational Talent Search Programs	50	41	3	7	100[1]
Neighborhood Youth Corps	92	2	3	3	100
Cooperative Vocational Education Programs (Co-op Program)	62	11	19	8	100
High School Work-Study Programs	55	18	13	13	100[1]
Work-Dropout Prevention Programs	44	20	20	16	100
High School Equivalency Programs	90	4	2	4	100
Job Corps	58	15	9	18	100
Veterans' Programs	86	7	4	4	100[1]
Special Services	88	4	2	6	100
Others (i.e., Community Action Programs, State Employment, College Assistance, Migrant Programs, etc.)	26	72	0	2	100

[1] Percents do not add to 100 because of rounding error.

Table 3.47

NUMBER AND PERCENT OF ETS PROJECTS WORKING COOPERATIVELY WITH OTHER PROGRAMS FOR THE DISADVANTAGED WHICH ARE LOCATED IN THE SAME GEOGRAPHIC AREA

(All percents are based on row totals which indicate the number of ETS projects with the indicated program also located in their area)

Programs	The Program is in Area and:		Totals
	Project works cooperatively with it	Project does not work cooperatively with it	
Upward Bound Programs	99 (96%)	4 (04%)	99 (100%)
Other Talent Search Programs	48 (92%)	4 (08%)	52 (100%)
Neighborhood Youth Corps	91 (94%)	6 (06%)	97 (100%)
Cooperative Vocational Education Program (Co-op Program)	52 (80%)	13 (20%)	65 (100%)
High School Work-Study Programs	48 (81%)	11 (19%)	58 (100%)
Work-Dropout Prevention Programs	35 (76%)	11 (24%)	46 (100%)
High School Equivalency Programs	92 (97%)	3 (03%)	95 (100%)
Job Corps	44 (72%)	17 (28%)	61 (100%)
Veterans' Programs	87 (97%)	3 (03%)	90 (100%)
Special Services	92 (99%)	1 (01%)	93 (100%)
Others	27 (100%)	0 (00%)	27 (100%)

Table 3.48

PERCENT OF ETS PROJECTS FOR WHICH SELECTED FUNCTIONS ARE PERFORMED BY PARENTS OR COMMUNITY GROUPS

(Percents are based on a total of 105 projects)

	Do parents or community groups perform the following functions for your project?				
Functions	Yes	No	Nonresponse	Multiple Response	Totals
Identification of eligible participants	91	6	3	0	100
Identification of potential staff members	61	34	5	0	100
Assistance in the development or review of the project application or proposal	57	37	6	0	100
Securing additional funds	45	48	6	1	100
Mobilizing community resources and support	83	12	5	0	100
Serving as a liaison to private and public agencies and institutions	75	20	5	0	100
Offering advice and suggestions for program improvements	90	6	4	0	100

Table 3.49

PERCENT OF ETS PROJECTS REPORTING VARIOUS DEGREES OF EFFECTIVENESS FOR PARENTS OR COMMUNITY GROUPS IN PERFORMING SELECTED FUNCTIONS

(All percents are based on the row totals which denote the total number of projects for which each function is performed)

Functions	Degrees of Effectiveness					Totals	
	Very low	Low	Moderate	High	Very high	Number	Percent
Identification of eligible participants	5	20	47	17	11	96	100
Identification of potential staff members	27	27	27	14	6	64	100[1/]
Assistance in the development or review of the project application or proposal	15	33	30	13	8	60	100[1/]
Securing additional funds	17	43	30	8	2	47	100
Mobilizing community resources and support	15	18	37	22	8	87	100
Serving as a liaison to private and public agencies and institutions	14	29	35	18	4	79	100
Offering advice and suggestions for program improvements	12	21	40	20	7	95	100

[1/] Percents do not add to 100 because of rounding error.

Table 3.50

PERCENT OF ETS PROJECTS FOR WHICH RECOMMENDATIONS AND SUGGESTIONS ARE MADE BY CERTAIN GROUPS

(Percents are based on a total of 105 projects)

Groups	Do each of the groups make recommendations and suggestions relevant to your project?			Totals
	Yes	No	Nonresponse	
Student Recommendations	88	10	2	100
Staff Recommendations	97	2	1	100
Parent Recommendations	78	19	3	100
Community Group Recommendations	90	8	2	100
Regional Office Recommendations	90	8	2	100
National Office Recommendations	60	36	4	100
Other (i.e., other TRIO Projects, educators, sponsoring agencies, volunteers, etc.)	35	64	1	100

Table 3.51

PERCENT OF ETS PROJECTS REPORTING VARIOUS RATINGS OF QUALITY FOR THE RECOMMENDATIONS AND SUGGESTIONS MADE BY CERTAIN GROUPS

(All percents are based on the row totals which denote the total number of projects for which the recommendations were made)

Groups	Quality Ratings				Totals	
	Poor	Fair	Good	Excellent	Number	Percent
Student Recommendations	3	18	57	22	93	100
Staff Recommendations	0	3	42	55	102	100
Parent Recommendations	7	34	48	11	82	100
Community Group Recommendations	6	29	52	13	94	100
Regional Office Recommendations	5	15	57	23	95	100
National Office Recommendations	16	24	48	13	63	100[1/]
Other (i.e., Other TRIO Projects, educators, sponsoring agency, volunteers, etc.)	0	16	41	43	37	100

[1/] Percents do not add to 100 because of rounding error.

Table 3.52

PERCENT OF ETS PROJECTS RECEIVING VARIOUS SERVICES FROM THE USOE REGIONAL OFFICE STAFF
(Unless indicated otherwise, all percents are based on a total of 105 projects)

Service	Is (was) the service provided to your project during the current fiscal year?				Totals
	Yes	No	Nonresponse	Multiple Response	
Technical assistance in program development	68	28	5	--	100[1]
Site visit by regional staff member	70	27	4	--	100[1]
Summary of site visits to project	78[2]	19[2]	3[2]	--	100[2]
Proposal writing workshops	71	26	2	1	100
Information mailings	96	2	2	--	100
Conference between regional staff person and project director	87	11	2	--	100
Training sessions at project directors' meetings	84	11	5	--	100
Timely development and promulgation of policy documents	84	11	5	--	100
Technical assistance in data collection (in terms of manuals and written instructions for completing data collection forms)	82	15	3	--	100

[1] Percents do not add to 100 because of rounding error.

[2] These percents are based on a total of 73 projects that were visited by regional staff members.

Table 3.53

PROJECT DIRECTORS' RATINGS OF THE SERVICES PROVIDED BY THE USOE REGIONAL OFFICE STAFF
(All percents are based on the row totals which reflect the number
of projects that received each service)

Service	Number and percent of project directors assigning various ratings to service					Totals
	Very poor	Poor	Fair	Good	Very good	
Technical assistance in program development	2 (03%)	2 (03%)	22 (31%)	29 (41%)	16 (22%)	71 (100%)
Site visit by regional staff member	4 (05%)	4 (05%)	16 (22%)	26 (36%)	23 (32%)	23 (100%)
Summary of site visits to project	4 (07%)	3 (05%)	11 (19%)	28 (49%)	11 (19%)	57 (100%)[2]
Proposal writing workshops	2 (03%)	3 (04%)	22 (29%)	32 (43%)	16 (21%)	75 (100%)
Information mailings	2 (02%)	7 (07%)	19 (19%)	47 (46%)	26 (26%)	101 (100%)
Conference between regional staff person and project director	0 (00%)	4 (04%)	13 (14%)	47 (52%)	27 (30%)	91 (100%)
Training sessions at project directors' meetings	4 (04%)	6 (07%)	16 (18%)	40 (45%)	22 (25%)	88 (100%)[2]
Timely development and promulgation of policy documents	10 (11%)	12 (14%)	19 (22%)	31 (35%)	16 (18%)	88 (100%)
Technical assistance in data collection (in terms of manuals and written instructions for completing data collection forms)	7 (08%)	10 (12%)	28 (33%)	27 (31%)	14 (16%)	86 (100%)

[1] Percents do not add to 100 because of rounding error.

Table 3.54

PERCENT[1] OF ETS PROJECTS IN EACH USOE REGION RECEIVING VARIOUS SERVICES FROM THE USOE REGIONAL OFFICE STAFF

Service	Regional Classifications									
	I (n=6)	II (n=8)	III (n=10)	IV (n=20)	V (n=11)	VI (n=15)	VII (n=7)	VIII (n=6)	IX (n=13)	X (n=9)
Technical assistance in program development	83	62	50	80[3]	54	87[3]	86	67	69[4]	22[3]
Site visit by regional staff member	100	75	60	65[3]	54	53[3]	100	100	77[3]	56[3]
Summary of site visits to project	83[2]	83[2]	50[2]	100[2]	67[2]	66[2]	71[2]	100[2]	82[2]	17[2]
Proposal writing workshops	83	75	70	90	91	87[3]	71	50[3]	38[3]	33
Information mailings	100	100	100	95	100	93[3]	100	100	85[3]	100
Conference between regional staff person and project director	83	75	90	90	91	87[3]	100	100	85[3]	67
Training sessions at project directors' meetings	33[3]	88	90[3]	90[3]	82	93[3]	100	100	77[3]	67
Timely development and promulgation of policy documents	100	62	100	90	82[3]	80[4]	100	100	62[4]	78
Technical assistance in data collection (in terms of manuals and written instructions for completing data collection forms)	83	62	90	85	91	87[4]	86	83	77[3]	67

Table 3.54 (continued)

Footnotes

1/ Unless otherwise indicated, all percents are based on the column totals. These column totals reflect the number of project directors in each region who returned a questionnaire--a total of 105 questionnaires were received. However, not all of these 105 project directors responded to each questionnaire item that was related to each specific service. The number of nonrespondents are noted by footnotes 3/ and 4/ below.

2/ These percents are based on the number of projects in each region that received a site visit, including those regions in which project directors did not respond to the question as to whether or not their project (i.e., Regions IV, VI, IX, and X), received a site visit. For example, in Region IV, only the 13 projects which received a site visit plus one project which did not respond to this questionnaire item served as the base for determining the percent of projects receiving a summary of that site visit.

3/ One of the project directors reflected in the column total did not respond to the specific question related to this service.

4/ Two of the project directors reflected in the column total did not respond to the specific question related to this service.

Table 3.55

NUMBER AND PERCENT OF ETS PROJECT DIRECTORS FOR WHOM SELECTED FACTORS HAVE BEEN A PROBLEM IN PROJECT OPERATIONS
(Percents are based on a total of 105 project directors)

Problem Areas	Has each of the following been a problem in the operation of your project?					Totals
	No	Yes	Non-Response	Multiple Response	Not Applicable[1]	
Relations between staff members	76(72%)	28(27%)	1(1%)	—	--	105(100%)
Relationship between project director and staff	78(74%)	25(24%)	2(2%)	--	--	105(100%)
Quality of counseling	62(59%)	40(38%)	3(3%)	--	--	105(100%)
Recruiting students	56(53%)	48(46%)	1(1%)	--	--	105(100%)
Insufficient personnel in general	11(10%)	91(87%)	2(2%)	1(1%)	--	105(100%)
Inadequate facilities	47(45%)	57(54%)	1(1%)	--	--	105(100%)
Obtaining support from host institution	73(70%)	29(28%)	3(3%)	--	--	105(100%)[2]
Obtaining support from parents	41(39%)	62(59%)	1(1%)	--	1(1%)	105(100%)
Obtaining support from community	54(51%)	49(47%)	2(2%)	--	--	105(100%)
Obtaining cooperation from students	54(51%)	49(47%)	2(2%)	--	--	105(100%)
Communication with regional office	68(65%)	34(32%)	3(3%)	--	--	105(100%)
Communication with national office	60(57%)	36(34%)	7(7%)	--	2(2%)	105(100%)

[1] This column indicates those few project directors who wrote "not applicable" instead of responding to the particular problem area. There was no further explanation as to why the question was not applicable.

[2] Percents do not add to 100 because of rounding error.

Table 3.56

PROJECT DIRECTOR RATINGS OF FACTORS WHICH HAVE BEEN A PROBLEM IN PROJECT OPERATIONS

Problem Area	Number and percent of project directors assigning various ratings to problem areas[1/]			Totals
	Small Extent	Moderate Extent	Great Extent	
Relations between staff members	22(78%)	5(18%)	1(4%)	28(100%)
Relationship between project director and staff	20(80%)	4(16%)	1(4%)	25(100%)
Quality of counseling	29(73%)	9(22%)	2(5%)	40(100%)
Recruiting students	31(65%)	15(31%)	2(4%)	48(100%)
Insufficient personnel in general	16(18%)	23(25%)	52(57%)	91(100%)
Inadequate facilities	32(56%)	19(33%)	6(11%)	57(100%)
Obtaining support from host institution	14(48%)	12(41%)	3(10%)	29(99%)
Obtaining support from parents	26(42%)	29(47%)	7(11%)	62(100%)
Obtaining support from community	31(63%)	15(31%)	3(6%)	49(100%)
Obtaining cooperation from students	36(73%)	10(20%)	3(6%)	49(99%)
Communication with regional office	21(62%)	13(38%)	0(0%)	34(100%)
Communication with national office	19(53%)	13(36%)	4(11%)	36(100%)

[1/] All percents are based on the row totals, which indicate the total number of project directors who considered the area as a problem.

Table 3.57

PERCENT[1] OF ETS PROJECT DIRECTORS IN EACH USOE REGION FOR WHOM SELECTED FACTORS HAVE BEEN A PROBLEM IN PROJECT OPERATIONS

Problem Areas	Regional Classifications									
	I (n=6)	II (n=8)	III (n=10)	IV (n=20)	V (n=11)	VI (n=15)	VII (n=7)	VIII (n=6)	IX (n=13)	X (n=9)
Relations between staff members	17	38	10	30[2]	27	27	29	50	23	22
Relationship between project director and staff	33	38	10	25[2]	9	27	29	33	23	22[2]
Quality of counseling	50	38	20	35[2]	45	27[2]	57	50	38	44[2]
Recruiting students	50	62	40	45[2]	36	40	29	50	69	33
Insufficient personnel in general	100	88	90	75[2]	82[2]	80	100	100	100	78[2]
Inadequate facilities	17	75	60	50[2]	36	60	71	83	46	56
Obtaining support from host institution	17	38	30	20[3]	36	27	43	50	23[2]	11
Obtaining support from parents	83	50	60	45[3]	73	53	71	67	62	56
Obtaining support from community	67	38	40	50[3]	45	33	43	67	46	56
Obtaining cooperation from students	67	25	60	45[2]	64[2]	40	29	50	46	44
Communication with regional office	17[2]	38	20	45[2]	36	27	14	50	23[2]	44
Communication with national office	33[2]	62	20[2]	20[2]	27[2]	40[3]	29	50[2]	38[2]	44[2]

Table 3.57 (continued)

Footnotes

1/ All percents are based on column totals. These column totals reflect the number of project directors in each region who returned a questionnaire--a total of 105 questionnaires were returned. However, not all of these 105 project directors responded to each questionnaire item that was related to each problem area. The number of nonrespondents are noted by footnotes 2/ and 3/ below.

2/ One of the project directors reflected in the column total did not respond to the specific question related to this problem area.

3/ Two of the project directors reflected in the column total did not respond to the specific question related to this problem area.

Table 3.58

REPORTED ETS ACCOMPLISHMENTS BY NUMBER OF RESPONSES, RANKING OF IMPORTANCE, AND TOTAL WEIGHTED SCORES[1/]

Accomplishment Category	Ranking of Importance Assigned by Respondents					Totals	
	Most Important 1	2	3	4	Least Important 5	Responses	Weighted Scores
1. Improving Community and Educational Institution Relations	28	22	17	8	2	77	297
2. Providing Counseling Services to Clients	20	16	6	2	4	48	190
3. Providing Special Non-Educational Services, Referrals, and Placements	17	7	2	2	2	30	125
4. Improving Client Outcomes In the Socio-Cultural and Affective Areas	12	7	3	3	1	26	104
5. Improving Client Outcomes In the Academic Area	5	5	3	0	1	14	55
6. Serving as a Student Advocate	3	2	2	2	0	9	33
Totals	85	59	33	17	10	204[1/]	804

[1/] These 204 responses were made by a total of 85 project directors.

Chapter 4

Talent Search Counselor Questionnaire Results

I. INTRODUCTION

The Talent Search Counselor Questionnaire, a copy of which is included in Appendix H, was designed to provide a nationwide description of the background, training, and experience of the ETS counseling staff, and of the allocation of the staff's time among various activities, the nature of the counseling program, and the degree of cooperation that exists between ETS counseling staffs and the educational institutions with which they work and interact. The questionnaire was mailed to each ETS project director with instructions that it "be completed by the person most knowledgeable about the project's counseling activities." Because many ETS projects have several part- and/or full-time counselors on their staffs, the respondent was to take the entire counseling staff into consideration when answering questions about functions and concerns. Also, the respondent was requested in certain items to provide descriptive information about the educational background and training of each counselor on the project staff.

Responses to 13 of the 14 items contained in the Talent Search Counselor Questionnaire are summarized in this chapter--item 5 was dropped because of a high degree of inconsistency between the responses to this item and the responses to several other items. A listing of the main topics of this chapter and the section in which each is presented is given below.

Section II overviews the data collection and processing procedures for the Talent Search Counselor Questionnaire.

Section III presents a description of projects from which questionnaires were (responding) and were not (nonresponding) received. These projects are described by those project-related variables that were used in Chapter 3 in examining the results of the Talent Search Project Director Questionnaire.

Section IV, a summary of the responses to questionnaire items 1, 2, 3, 4, and 6, gives a description of the educational backgrounds and relevant experiences of the ETS counseling staffs.

Section V summarizes those questionnaire items (7, 8, 9, 10, 12, and 14) that relate to counseling staff functions, including the time allocations and strategies for performing these functions.

Section VI discusses the reported relationships between ETS projects and the educational institutions with which they work and interact. This information was gathered through questionnaire item 13.

Section VII covers questionnaire item 11, which requested the opinions of the counseling staffs concerning the nature of the services or activities required to effectively meet the needs of their clients.

Section VIII summarizes the chapter's results.

In presenting these results, a total of 25 tables are referenced. These tables (Tables 4.1 through 4.25) have been placed together at the end of the chapter for the reader's convenience.

II. DATA COLLECTION AND PROCESSING PROCEDURES

The Talent Search Counselor Questionnaire was mailed in April 1974 to the directors of all 114 ETS projects funded in program year 1973-74. Each project director was requested to have the questionnaire completed by the staff member most knowledgeable about the project's counseling program. (For several projects, the project director was the most knowledgeable staff member and he completed the questionniare.) Assurances were made that all responses would remain confidential to the extent that individual projects or personnel would not be identified.

After the implementation of several follow-up procedures, questionnaires were returned by 106 of the 114 projects, a response rate of 93 percent. Unfortunately, however, two of the returned questionnaires were misplaced during data processing and the descriptive analysis presented in this chapter is based on a total of 104 questionnaires. It is important to note that the counselor's questionnaire was designed to solicit information about each project's counseling functions and about the educational background and training of each of its counselors. Hence, descriptive results for more than 104 counselors are often presented.

The Talent Search Counselor Questionnaires were processed through the same four stages as the Talent Search Project Director Questionnaire; that is: (a) validation of individual items, (b) manual editing and coding; (c) key punching; and (d) computer editing. During the computer editing stage, a large number of inconsistencies were noted between the responses to questionnaire item 5 and the responses to items 1, 3, and 4. Since the responses to items 1, 3, and 4 were relatively consistent, the responses to item 5 are not summarized in this report. However, all inconsistent responses to item 5 were placed on the magnetic tape file and appropriately flagged with an "inconsistency code." The detailed data collection and processing procedures are presented in Appendix E.

III. DESCRIPTION OF RESPONDING AND NONRESPONDING PROJECTS

Tables 4.1 through 4.4 describe the projects for which counselor questionnaires were not received. These tabular descriptions are based on the four project-related variables used in Chapter 3 to describe the projects from which project director questionnaires were not received: size; ethnicity of majority of clients; location of majority of clients; and USOE region location. A study of Tables 4.1, 4.2, 4.3, and 4.4 shows that only eight ETS projects did not return a counselor questionnaire--one more respondent than for the project director questionnaire.

A total of 106 counselor questionnaires were received, however, 2 questionnaires were misplaced and could not be included in the data base for the descriptive results presented in subsequent sections of this chapter. The projects from which these misplaced questionnaires were received are described as follows: both were medium-sized projects; in one of the projects the majority of clients were black, in the other they were white; the majority of clients in one of the projects lived in a rural community, those in the other project lived in a large/very large city; one of the projects was classified as being 3 to 4 years old, the other as being 6 to 7 years old; one project was located in USOE Region IV, the other was in Region IX; and both projects were hosted by an educational institution.

Tables 4.5 through 4.9 present descriptions of the 104 projects for which the results of the counselor questionnaire were analyzed and reported. These descriptions are based on project size, ethnicity and location of the majority of its clients, age, and USOE region location. These projects were also classified by whether or not they were hosted by educational or non-educational institutions. Forty-seven (45 percent) of the 104 questionnaires were received from projects hosted by educational institutions, 57 (55 percent) were returned by projects hosted by non-educational institutions.

IV. EDUCATIONAL BACKGROUND AND RELEVANT EXPERIENCE OF THE COUNSELING STAFFS

A. General

This section, by presenting summaries of the responses to questionnaire items 1, 2, 3, 4, and 6, provides a descriptive profile of ETS counselors in terms of their educational background and relevant occupational experience. References are made to Tables 4.10 through 4.14.

B. Educational Background

Table 4.10 provides a summary of responses to questionnaire item 1, which asks for the highest college degree earned by part- and full-time counselors. Because they were inconsistent with responses on related items, the responses about part-time counselors on 16 questionnaires and those about full-time counselors on 12 questionnaires were dropped.

Table 4.10 shows that of the approximately 320 counseling staff, half (50 percent) have a bachelor's degree, 24 percent have no postsecondary degree, 16 percent have a master's degree, 8 percent have a degree or diploma based on less than four year's work, and 2 percent have a professional or specialist diploma. (As noted in Sections I and II, the 104 respondents to this questionnaire were asked to provide information about all counselors in their projects.) Further results show that the majority (78 percent) of the approximately 320 counselors are employed on a full-time basis. Examining the breakdown of counselors in full- or part-time status it is observable that 41 percent of the part-time counselors have no postsecondary degree while only 19 percent of the full-time counselors have no such degree. In addition, a smaller portion of part-time counselors (53 percent) have at least a bachelor's degree as compared with 71 percent of the full-time counseling staff.

Two cross-tabulations of the responses to questionnaire item 1 were made. The first, a cross-tabulation of the highest degree earned by part- or full-time counselors by the type of ETS host institution, is shown in Table 4.11. These cross-tabulations indicate that 34 percent of the part-time counselors from an educational host institution have a bachelor's degree and 20 percent have a master's degree as opposed to 44 percent of the counselors from a project hosted by a non-educational institution who have a bachelor's degree and 9 percent who hold a master's degree. It is also interesting to note that full-time counselors at projects hosted by educational institutions tend to hold higher degrees than those full-time counselors employed at projects hosted by non-educational institutions.

In the second set of cross-tabulations, the highest degree earned by part- and full-time counselors was cross-tabbed by the location of the majority of clients in their projects. Though the results are not presented in tabular form, a larger percent of the part-time counselors in large city projects have a bachelor's or a master's degree (62 percent) than those in small/medium city projects (48 percent) and rural/reservation projects (45 percent). Also, a greater percent of full-time counselors in the large city projects have at least a bachelor's degree (76 percent), as compared to a small/medium city (73 percent) and rural/reservation (54 percent) projects.

Table 4.12 provides a summary of the responses to questionnaire item 2, the total number of part- and full-time counselors who have at least a master's degree in key counseling-related areas. The results of Table 4.12 are cross-classified by counselors in projects that are hosted by educational and non-educational institutions. Note that the figures reported in Table 4.12 cannot be equated to those reported in Tables 4.11 or 4.12 because the results in Table 4.12: (1) are based on responses from a greater number of questionnaires--102 for the data related to "guidance and/or counseling" and 103 for the other 4 areas reflected in the table; and (2) reflect numbers and percents of degrees not counselors, and several counselors were reported as holding a master's degree in more than one academic area (the manner in which the questionnaire results were collected and recorded precluded a determination of the number of counselors holding degrees in various combinations of academic areas).

The "totals" column of Table 4.12 shows that most of the graduate degrees held by counselors had a major emphasis in guidance and/or counseling (55 percent). Of the remaining degree areas reported, 27 percent were in the area of education or teaching, 13 percent were in such other areas as history, international affairs, medicine, etc., and 4 percent were in social work. There were no degrees in clinical psychology.

The cross-tabulations by type of host institution, also presented in Table 4.12, show that 67 graduate degrees were reported by counselors in projects hosted by educational institutions, as opposed to only 22 for those hosted by non-educational institutions. The majority of graduate degrees reported for counselors at projects hosted by educational institutions (63 percent) were in the area of guidance and counseling, while the largest percent (41 percent) of graduate degrees held by counselors at projects hosted by a non-educational institution were in the area of education or teaching.

C. Relevant Occupational Experience

Questionnaire items 3, 4, and 5 were designed to gather information relative to the number of years of counseling experience of the counseling staffs; questionnaire item 6 solicited information concerning the provision of related inservice training. The responses to item 5, however, were not summarized and presented in this report because they were inconsistent to responses for related items 1, 3, and 4.

Table 4.13 provides a distribution of the total number of years of counseling experience for full- and part-time counselors, as gathered through questionnaire item 3. Note that the numbers of part- and full-time counselors reported in Table 4.13 are not consistent with those reported in Table 4.10. This situation can be attributed to a difference in total response rates and a difference in the characteristics of the projects that responded to questionnaire items 1 and 3. Though not reflected in Table 4.13, a total of 56 projects report that they do not have part-time counselors.

The results in Table 4.13 show that the majority (59 percent) of all ETS counselors have had less than 3 years of counseling experience. A breakdown of counseling experience by full- or part-time status indicates that full-time counselors generally had more years of counseling experience than part-time counselors. Note that 37 percent of the full-time counseling staff have 1 to 2 years counseling experience and 28 percent have 3 to 4 years experience as opposed to 26 percent of the part-time counselors who have 1 to 2 years experience and 12 percent who have 3 to 4 years experience. Observe further that 40 percent of the part-time counselors have less than 1 year of experience while only 17 percent of the full-time counselors have less than a year of counseling experience.

Questionnaire item 4 requested information relative to the number of years of experience that counselors have had in ETS programs. Though not summarized in a table, 40 percent of the 380 counselors for whom this information was reported had less than 1 year of experience in ETS, 32 percent had 1 to 2 years of experience, 22 percent had 3 to 4 years of experience, and 7 percent had 5 or more years of experience. (These percents do not add to 100 because of rounding error.) It can be noted that only 29 percent of the ETS counselors had been in the ETS program for more than 2 years.

In questionnaire item 6, respondents were asked to indicate whether inservice training had been provided during the past 12 months in each of several listed areas. An "other" inservice training category, included as an open-ended response item, permited counselors to add additional areas in which inservice training had been provided. However, only 18 of the 104 counselors indicated another inservice training area, and no two counselors mentioned the same area.

Table 4.14, which provides a summary of this information, shows that over half of the ETS projects provide inservice training in all but two of the listed areas: crises intervention training, which was provided by 33 percent of the projects; and inservice training in test interpretation, which was provided by 39 percent of the projects. Most of the responding projects (96 percent) provided inservice training in admissions or financial aid requirements and at least three-fourths of the responding projects offered inservice training in individual counseling (79 percent), career education counseling (82 percent), vocational counseling (75 percent), educational counseling (80 percent), and counseling minority group members (78 percent). Inservice training in group counseling, however, was offered by a comparatively lower percent (67 percent) of the ETS projects than the other counseling functions. It is also rather noteworthy that 72 percent of the responding ETS projects provided inservice training in veteran's benefits, 65 percent in the use of equipment or materials, 65 percent in diagnosis of student problems, and to a somewhat lesser extent, 51 percent provided inservice training in dropout prevention.

V. STAFF FUNCTIONS, TIME ALLOCATIONS, SERVICES TO STUDENTS, AND STRATEGIES UTILIZED

A. General

This section describes ETS counseling functions, the time allocated to perform these various functions, the counseling strategies used, and the services provided to ETS clients. These descriptions, based on responses to questionnaire items 7, 8, 9, 10, 12, and 14 are presented below; reference is made to Tables 4.15 through 4.19.

B. Allocation of Counselor Time Among Counseling Functions

Table 4.15 presents a summary of the responses to questionnaire item 7. This table shows the ranges and median percents of working time which the ETS counselors spend on the various counseling functions listed in that table. Note that there are two data sets in Table 4.15. One is for ranges and median percents of counseling time actually spent on these functions; the other is for the ranges and median percents of time the counselors felt they should ideally be spending on these functions. Results show that the highest median percent (35 percent) of counselor effort was spent in counseling individual students, followed by directing group counseling sessions (10 percent), and performing record-keeping and clerical tasks (9 percent).

The median percents shown in the second column of Table 4.15 differ little from the median percents shown in the first column. These results suggest that counselors would like to spend: (1) more time counseling with individual students; (2) more time having conferences with client's teachers; and (3) less time keeping records and doing clerical work. However, the differences in median percents for these three areas were rather small, i.e., 5, 2, and 4 percentage points, respectively.

There was an open-ended "other" category in questionnaire item 7 that was filled in by 22 persons, 1 of whom specified "inservice training."

The other 21 persons specified "other" function, i.e., recruiting, planning cultural activities, making college visits, etc., with no more than 2 persons mentioning the same function. For those who specified some "other" counseling activity, the ranges (0-25) and the medians (5 percent) for the percents of counseling time "actually" and "ideally" spent on this "other" category were the same.

Table 4.16 provides a summary of responses to questionnaire item 8, an item that deals with the particular problem areas with which counselors spent their time counseling students. The ranges and median percents reported in Table 4.16 show that most of the time spent by ETS counselors in working with clients was focused on problems associated with four-year college entrance (25 percent), two-year college entrance (15 percent), financial concerns (15 percent), and career or vocational guidance, job placement, or referral (10 percent). The remaining counseling effort is relatively evenly distributed between social, situational and personal problems within the home and school, other postsecondary education, and to a slightly lesser extent, high school academic choices and attendance.

Respondents to item 8 were given an opportunity to "write in" additional problem areas. Only 12 of the 104 counselors exercised this option and no single problem area was specified by more than 1 person.

C. Number and Length of Counseling Sessions with Clients

The responses to questionnaire items 9 and 10 are summarized in this subsection. Respondents were asked in questionnaire item 9 to indicate the average length of individual and group counseling sessions for ETS clients. Results show that in 41 percent of the 100 responding projects[1] the individual counseling sessions last for 16 to 30 minutes, in 29 percent these sessions last for 31 to 45 minutes, in 20 percent they extend over 45 minutes, and in only 10 percent of the ETS projects do individual counseling sessions last for 15 minutes or less. It is enlightening that a greater percent of the ETS projects indicate that group counseling sessions last a longer time than individual counseling sessions. About one-half (49 percent) of the projects stated that the group sessions last for more than 45 minutes, 38 percent of the projects have 31- to 45-minute sessions, 12 percent have 16- to 30-minute sessions, and only 1 percent of the projects have group sessions of less than 15 minutes.[2]

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[1] For 4 of the 104 counselor questionnaires, the responses relative to the times spent on individual counseling were uninterpretable and were not included in this analysis.

Questionnaire item 10 solicited information about the average number of individual counseling sessions held with students in various age/school status categories. These results are presented in Table 4.17. Note that the percents shown in Table 4.17 are based upon the number of projects that served each indicated age/school status category. The percent of ETS projects who reported serving clients in each of the age/school status classifications is listed below (these percents are based on the total of 104 counselor questionnaires received):

1) 7th-8th graders: 42 percent.
2) 9th-12th graders: 99 percent.
3) 14-16 years old and not in school: 87 percent.
4) 17-20 years old and not in school: 98 percent.
5) 21 years old and not in school: 97 percent.

The percent of projects serving each age/school status category and the average number of counseling sessions held for clients in each of these categories (see Table 4.17) suggest that ETS projects tend to concentrate their counseling efforts on those clients who are nearest to postsecondary entry. For example, only 30 percent of the projects serving seventh and eighth graders reported having an average of three or more counseling sessions with these groups, whereas the majority of projects serving each of the other four groups reporting having an average of three or more counseling sessions; i.e., 87 percent of those serving ninth through twelfth graders, 68 percent of those serving clients who are 14 to 16 years old and not in school, 72 percent of those serving clients who are 17 to 20 years old and not in school, and 65 percent of those serving clients 21 or more years old and not in school.

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[2] The results pertinent to group counseling sessions are based on a total of 96 responses; 4 of the 104 questionnaires contained uninterpretable responses, and 4 respondents did not provide the requested information.

D. Sources Used by Counselors in Assessing Clients' Strengths, Weaknesses, and Potential

Questionnaire item 14 requested information about the sources used by project counselors to assess the strengths, weaknesses, and potential of clients in their project. This subsection summarizes the responses to this item.

The results presented in Table 4.18 show that practically all ETS projects utilize high school grades (99 percent), teacher evaluations (92 percent), counselor evaluations (95 percent), evaluations of knowledgeable others (93 percent), and student self-evaluations (91 percent) to assess client strengths, weaknesses, and potential. At least three-fourths of the projects use interest inventories (75 percent) and standardized achievement test scores (84 percent) for client assessment purposes, and about two-thirds of the projects make use of biographical inventories (69 percent), anecdotal records (67 percent), vocational aptitude tests (66 percent), and nonstandardized achievement test scores (62 percent) to assess the strengths, weaknesses, and potential of ETS clients.

Respondents from those projects reporting the use of academic aptitude tests to assess client strengths, weaknesses, and potential were asked to list the names of the specific tests used. As shown in Table 4.18, 43 percent of the 104 projects (i.e., 45 projects) stated that they used aptitude tests for these purposes. A majority (84 percent) of these 45 projects stated that they used either the SAT (Scholastic Aptitude Test), PSAT (Preliminary Scholastic Aptitude Test), or ACT (American College Testing); 9 percent stated that they used such other miscellaneous tests as the SCAT (School and College Ability Test), DAT (Differential Aptitude Tests), GATB (General Achievement Test Battery), STEP (Sequential Tests of Educational Progress), an IQ test, etc.; and the remaining 7 percent did not specify test names.

The above results should not be interpreted as implying that those projects which are using test scores to evaluate the potential of their clients are actually conducting testing. It is more likely, based on the site visit experiences (Chapter 2), that test scores are obtained from school records by ETS counselors.

Respondents to questionnaire item 18 were also requested to specify, for each of the sources used by their projects, whether the source was used to a "small," "moderate," or "great" extent. These results are summarized in Table 4.19. (The manner in which these data were collected and tabulated precluded a summary of this "degree-of-use" information for two of the source classifications shown in Table 4.18: "Academic Aptitude Tests," and "Others.") Referring in Table 4.19 to the total number of projects using each source (column entitled "Total Using Source") and the distribution of this total over each of the three "degree-related" categories, it can be noted that projects rely most heavily on high school grades, counselor evaluations, evaluations of knowledgeable others, biographical inventories, interest inventories, and student self-evaluations. Less emphasis is placed on achievement test results (standardized and nonstandardized) and vocational aptitude tests.

E. Sources of Financial Aid Applied For and Received by ETS Clients

Questionnaire item 12 requested two types of information relative to a listing of potential sources of student financial aid for post-secondary education. The first was an indication of how often ("never," "sometimes," and "often") clients applied for each type of aid; the second was an indication of how often each "applied-for" type of aid was obtained by the clients. Table 4.20 summarizes the responses to the first part of this question. Respondents also had an opportunity to list additional sources of aid that their clients applied for, and 14 respondents listed 21 other additional sources, including such sources as the Urban League, sororities, fraternities, the Commission for

Visually Handicapped, etc. Because of the small number of projects reporting each additional source, these sources were not included in Table 4.20.

The results in Table 4.20 generally indicate that ETS clients apply to a wide range of potential funding sources. The sources applied to most often are the college work-study programs, both the Basic and Supplementary Educational Opportunity Grants, National Defense Loans, college or university scholarships or loans, state or local scholarships or loans, and the various Veterans Administration programs. Overall, the results shown in Table 4.20 suggest that projects might not be taking full advantage of several potential funding sources.

The responses to the second part of questionnaire item 12, i.e., the extent to which "applied-for" aid is obtained, are summarized in Table 4.21. With the exception of the "college or university scholarship or loan" category, the types of aid (as referenced in the previous paragraph) for which project clients most often apply are the types which are "often" received by 50 percent or more of the projects. Note also that 10 percent or more of the projects where applications are made "never" receive aid from the National Scholarship Service and Fund for Negro Students, The Bureau of Indian Affairs Grant Programs, ROTC scholarship programs, the Health Professions Scholarship Program, and various tribal scholarships or loans.

VI. RELATIONSHIPS WITH EDUCATIONAL INSTITUTIONS

A. Degree of Cooperation with Educational Institutions

Counselors were asked to rate (in part "a" of questionnaire item 13) the degree of cooperation they received from high schools and postsecondary institutions in performing their counseling functions. These ratings were based on a 4-point scale: poor, fair, good, and excellent. A "doesn't apply" option was provided for those projects who do not work with one or more of the types of institutions listed. These results are summarized in Tables 4.22 and 4.23.

As indicated in Table 4.22, most ETS projects work with public 4-year institutions (100 percent), high schools (98 percent), public 2-year institutions (97 percent), or private 4-year institutions (95 percent); considerably fewer ETS projects work with proprietary schools (58 percent) and private 2-year institutions (74 percent).

Table 4.23 reflects the degree of cooperation that project counselors reported receiving from those institutions with which they worked. It is important to note in Table 4.23 that a large percentage of ETS projects reported that they were able to establish either "good" or "excellent" cooperative relationships with each of the six types of institutions. (One would expect the results reported by counselors to slightly favor the higher cooperation levels since projects would tend to work with those institutions giving them the most cooperation.) In comparing the cooperation between ETS projects and public and private 2- and 4-year postsecondary institutions, it can be noted that a slightly higher percent of the projects reported receiving "good" or "excellent" cooperation from public postsecondary institutions.

The reported cooperation between ETS projects and high schools is somewhat lower than between projects and postsecondary institutions, i.e., although 71 percent of the projects reported that their counselors receive "good" or "excellent" cooperation from high schools, 5 and 24 percent reported "poor" and "fair" degrees of cooperation, respectively. The lowest level of cooperation was that reported between projects and proprietary schools, i.e., 38 percent of the projects received "poor" or "fair" cooperation from this group.

B. Areas In Which Increased Cooperation Is Desired

To provide additional insight into those areas in which improved cooperation is needed, a space was provided in part "b" of questionnaire item 13 for respondents to list the major areas in which cooperation should be improved between their projects and the institutions listed in Table 4.23. Fifty counselors (or 48 percent of the total number who returned questionnaires) wrote in a total of 75 comments relative to areas in need of improved cooperation. Therefore, throughout this discussion of comments, the basic statistic is the number of times that a particular response was listed, not the number of counselors making the response.

The major focus of these comments was the high school staff, especially the high school counselors, and, in more general terms, the postsecondary educational institutions. There were also some general responses that could not be directly related to a particular educational institution. For discussion and summary purposes, these remarks and comments made by ETS counselors have been grouped into four categories: (1) cooperation with high school counselors; (2) cooperation with high school administrators and teachers; (3) cooperation with postsecondary institutions; and (4) other general comments.

1. Cooperation With High School Counselors

There were 15 comments made concerning the relationships between high school counselors and ETS counseling staffs. Only one of these comments reported the existence of good cooperation, and this positive comment contained the qualifying statement that "there was room for improvement." The other 14 comments noted that there was inadequate cooperation because high school counselors:

a) Tended to resent "outside" persons contacting their students; some resented ETS to the point of refusing to permit ETS to visit their high schools.

b) Saw ETS as a threat or an agency designed to show proof of their (the high school counselors) inefficiency; they had little understanding of the goals and objectives of ETS, which in turn contributed to the threatening feeling; they saw ETS as invading their rights and questioning their counseling abilities.

Included in these 15 comments were the following suggestions for improving cooperation between high schools and ETS counseling staffs:

a) High school counselors should become more aware of the needs of their counselees; e.g., a need for more information related to all areas of postsecondary education.

b) High school counselors should provide more services to ETS (e.g., furnish transcripts and conduct regular seminar sessions for ETS staffs).

c) Training programs for high school guidance counselors should provide instruction about financial aid and make high school counselors more aware of postsecondary educational opportunities for their students.

2. Cooperation with High School Administrators and Teachers

Several of the 19 comments directed to high school administrators and teachers were quite similar to those made about the counselors; that is:

a) The high school administration resents the presence of an "outside" agency; they are suspicious of ETS and limit ETS's access to the students (e.g., they are reluctant to allow students to leave class for ETS counseling); they view ETS as a threat.

b) School personnel see ETS as a threat because they think ETS is "checking up" on them; as a result, they tend to be uncooperative.

ETS counselors from two projects stated that high school administrative staffs "do not have communication with, an understanding of, or a helping attitude toward the Indian community."

The suggestions made for improving cooperation between ETS projects and high school administrative staffs include:

a) High school officials should allow ETS more time for providing their students with special counseling, and high school officials should assist ETS with the mechanics of paper work.

b) High school officials need to enhance the referrals from teachers and counselors regarding potential ETS clients.

c) High school staffs need to be shown that ETS is dealing with the needs of the students.

3. Cooperation With Postsecondary Educational Institutions

The 25 specific comments made concerning relations with postsecondary educational institutions were collapsed into the following 9 general statements:

a) Better cooperation would occur if postsecondary institutions: insured ETS clients of enrollment slots (or provided them a priority), gave ETS clients more consideration in the areas of admissions and financial aid, and provided more scholarships and grants to ETS clients rather than loans and work study.

b) Public 4-year universities or colleges should reduce the bureaucratic red tape required for admissions, financial aid, and counseling.

c) More postsecondary institutions should honor ETS applications for fee waivers and allow some leeway in their prerequisites for potential students.

d) There is a need for more and better communications from all postsecondary schools (private and public) regarding changes in general policies, applications and admissions procedures, and the availability of financial aid, housing, and social services.

e) Better cooperation is needed from public 2-year institutions who, because of declining student enrollments, fear the 4-year institutions. These public 2-year institutions should also provide better counseling and supportive services.

f) Private 4-year universities and colleges should have additional financial aid for low income and minority students, along with providing special programs to help them meet the academic requirements.

g) Postsecondary educational administrators need to become sensitized to the wants and needs of ETS clientele.

h) Record keeping in some 4-year institutions should be improved as they often lose or misplace important file information on ETS students. These institutions also could assist with follow-up activities on ETS clients by, for example, reporting certain information to ETS projects (e.g., amount of financial assistance and the academic problems or success of former ETS students).

i) Vocational/technical schools in ETS's target area should make out realistic budgets for students and begin assisting students to take advantage of the BEOG program.

4. Other General Comments

There were 17 general comments which were rather vague and could not be classified into any of the above categories. These comments, with little or no elaboration, simply blamed a lack of cooperation between ETS projects and educational institutions on:

a) Personality struggles between ETS staffs and others.

b) Financial aid problems.

c) College admission requirements.

d) Poor remedial programs.

e) Poor recruiting components (respondents did not specify if the poor recruiting components were in ETS or in the other institutions).

f) Difficulty with BIA (Bureau of Indian Affairs) regulations.

g) Discouragement to recruited students.

h) Misleading of students by proprietary schools.

i) Inconsistent and constrained policies affecting ETS clients (the nature of these policies was not specified).

VII. ETS COUNSELING STAFF RECOMMENDATIONS FOR SERVICES REQUIRED TO EFFECTIVELY MEET CLIENT NEEDS

Tables 4.24 and 4.25 provide a summary of the responses to questionnaire item 11, which asked the counseling staff as a whole to express their feelings concerning the services or activities needed by their project to more effectively meet the needs of their clientele. Results in Table 4.24 show that at least 58 percent of the ETS projects felt that each of the listed services, except those in the "other" category, were required to more effectively meet the needs of ETS clients. It is enlightening that the three services denoted as "required services" by the greatest percent of ETS projects are: additional financial aid (92 percent); additional vocational information (92 percent); and the involvement of parents of disadvantaged and minority students (92 percent). Additional remedial help was cited by a comparatively lower percent (68 percent) of the ETS projects as a required service.

Table 4.25 presents a summary of the extent (small, moderate, or great) to which counselors felt that each of the specified services or activities was required to meet client needs. The need for two services or activities stand out in Table 4.25. The first, the need for "additional financial aid," was specified by 96 projects, 71 percent of which reported that this activity was required to a "great extent," 21 percent said it was required to a "moderate extent," and only 8 percent said it was required to a "small extent." The second, the need for "involvement of parents of disadvantaged and minority students," was also specified by a total of 96 projects--this need was reported by 60, 29, and 10 percent of these 96 respondents as being required to a "great," "moderate," and "small" extent, respectively. Note also that each of the services or activities listed in Table 4.25 was required to at least a "moderate extent" by at least 57 percent of the respondents.

VIII. SUMMARY

A. General

The Talent Search Counselor Questionnaire was mailed in April 1974 to the directors of all 114 ETS projects funded in program year 1973-74. Each project director was requested to have the questionnaire completed by the staff members most knowledgeable about the project's counseling program. Questionnaires were returned by 106 of the 114 projects, a response rate of 93 percent. Two of the returned questionnaires were lost during data processing; hence, the descriptive results were based on 104 questionnaires.

Classifications of nonresponding projects by selected key descriptive variables show that a greater percent of small projects, Puerto Rican projects, and projects in USOE Regions I, II, V, VII, and IX did not return counselor questionnaires. A study of the distributions of responding and nonresponding projects suggests no need for concern of "nonresponse bias" in the data.

B. Educational Background and Relevant Experience of Counseling Staffs

The questionnaire results indicate an average of 4.2 counselors per ETS project; 2.9 of these counselors are employed on a full-time basis, and 1.3 are part-time counselors. About 50 percent of all (part- and full-time) ETS counselors have a bachelor's degree, 16 percent have master's degrees, 2 percent have a professional or specialist diploma, 8 percent have a degree or diploma based on less than four year's work. and 24 percent have no postsecondary degree. Most of the counselors (78 percent) are employed on a full-time basis. The percent of full-time and the percent of part-time counselors with master's degrees are approximately equal, but a larger percent of the full-time counselors (71 percent versus 53 percent) have at least a bachelor's degree and a smaller percent of this group have no postsecondary degree (19 percent of full-time versus 41 percent of part-time counselors). Also, larger percents of those part- and full-time counselors employed by projects hosted by educational institutions hold postsecondary degrees, especially master's degrees.

Most of the graduate degrees held by ETS counselors had a major emphasis in guidance and/or counseling, followed by degrees in teaching or education--larger percents of those counselors with master's degrees and who were employed by projects hosted by educational institutions had degrees in guidance and counseling, while larger percents of master's degree holders in projects hosted by non-educational institutions had degrees in education or teaching.

A majority (59 percent) of the ETS counselors have had less than three years of overall counseling experience, 23 percent have had 3 to 4 years of experience, and 18 percent had 5 or more years of experience. A summary of the number of years that these counselors have been in ETS programs suggests that a relatively small proportion of their counseling experience was obtained in programs other than ETS.

ETS counselors were provided with inservice training in a variety of areas during, or just preceding, the 1973-74 program year. Practically all of the projects provided inservice training about postsecondary admission or financial aid requirements, and at least three-fourths of the projects reported providing inservice training in individual, career education, vocational, education, and minority group counseling.

C. Staff Functions, Time Allocations, Services To Students, and Strategies Utilized

ETS counselors spend their time performing a variety of functions, and, as would be expected, the largest percent of their time was allocated to counseling individual students. Though requiring considerably less time, the second and third ranked functions (in descending order based on percent of effort expended) were directing group counseling sessions and performing record keeping and clerical tasks. About 65 percent of the individual and group counseling effort focused on problems associated with 2- and 4-year college entrance, financial concerns, career or vocational guidance, and job placement or referrals.

In 41 percent of the projects, the individual counseling sessions last 16 to 30 minutes, and in 41 percent of the projects these sessions last for more than 30 minutes. In only 10 percent of the projects were individual counseling sessions conducted for 15 minutes or less. Group counseling sessions lasted much longer—over 30 minutes in 87 percent of the projects.

Practically all projects served clients enrolled in grades 9 through 12, and clients who were 14 years and older and not enrolled in school. Less than one-half (42 percent) of the projects served clients enrolled in grades 7 and 8. About 30 percent of the projects that served seventh and eighth grade clients had an average of three or more counseling sessions with each client, as compared to at least 65 percent of the projects that served clients in the other age/school groups.

To assess the strengths, weaknesses, and potential of their clients, project counselors rely most heavily on high school grades, high school counselor evaluations, evaluations of knowledgeable others, biographical inventories, interest inventories, and student self-evaluations. Though they receive less emphasis, a substantial proportion of the projects reported using achievement (standardized and nonstandardized) and aptitude (academic and vocational) test scores for this purpose.

Although ETS projects reported that a wide range of sources for financial aid were used by their clients, it appears that clients might not be taking full advantage of several potential funding sources. The sources to which clients most often apply are the college work-study programs, the Basic and Supplementary Educational Opportunity Grants, National Defense Loans, college or university scholarships or loans, state or local scholarships or loans, and the various Veterans Administration programs.

D. Relationships With Educational Institutions

At least 95 percent of the ETS projects work and interact with high schools, public and private 4-year postsecondary institutions, and public 2-year postsecondary institutions; a little less than three-fourths of the projects work with private 2-year institutions; and a little more than one-half of the projects work with proprietary institutions. A large percentage of ETS projects had established either "good" or "excellent" relationships with these institutions. Overall, a higher degree of cooperation was reported between ETS projects and postsecondary institutions, as compared to that reported between ETS projects and high schools (next highest) or between ETS projects and proprietary schools (the lowest).

Nevertheless, the "write in" comments offered by 50 of the 104 respondents reflected a concern on the part of ETS counselors that relations be improved between their projects and these educational institutions. In the estimations of the ETS counseling staffs, these institutions are not providing adequate services or considerations to low-income, disadvantaged students in general, and to ETS clients in particular. The comments directed at high school/ETS relations suggest a need for increased cooperation from high schools in providing ETS counselors and clients with the additional time, opportunity, and information required for more effective career and academic counseling. Those directed at postsecondary institutions reflect a need for more than increased cooperation; ETS counselors felt that their clients should receive special considerations, especially in the areas of admission and financial aid. For the most part, these comments and suggestions placed the burden for increasing cooperation on the educational institutions.

E. ETS Counseling Staff Recommendations For Services Required to Effectively Meet Client Needs

The counseling staffs of the ETS projects indicated that a variety of services or activities were required to effectively meet the needs of their clients. The two services or activities that they considered to be the most important were: (1) additional financial aid; and (2) the involvement of parents of disadvantaged or minority students.

Table 4.1

NUMBER AND PERCENT OF NONRESPONDENTS ON ETS COUNSELOR QUESTIONNAIRE BY ETS PROJECTS CLASSIFIED BY SIZE

Size Classification[1]	Nonrespondents Number	Percent[2] of "Size" Classification Total	Percent[3] of National Total
Small projects (n=37)	5	13	4
Medium projects (n=41)	2	5	2
Large projects (n=36)	1	3	1
National Total[4] (N=114)	8	--	7

[1] Small projects served less than 550 clients.
Medium projects served 551 to 1100 clients.
Large projects served more than 1100 clients.

[2] Percents are based upon the total number of projects in the appropriate "size" classification.

[3] Percents are based upon national total of 114 ETS projects.

[4] n = Number of ETS projects by project size.
N = Total number of ETS projects.

Table 4.2

NUMBER AND PERCENT OF NONRESPONDENTS ON ETS COUNSELOR QUESTIONNAIRE BY ETS PROJECTS CLASSIFIED BY ETHNICITY OF MAJORITY OF CLIENTS

Classification of ETS Projects by Ethnicity of Majority of Clients	Nonrespondents		
	Number	Percent[1] "Ethnicity" Classification Total	Percent[2] of National Total
Native American or American Indian (n=16)	1	6	1
Black or Afro-American (n=52)	2	4	2
Puerto Rican (n=5)	2	40	2
Chicano or Mexican-American (n=19)	1	6	1
White or Caucasian (n=21)	2	10	2
Other (n=1)	0	0	0
National Total[3] (N=114)	8	--	7[4]

[1] Percents are based upon the total number of projects in the appropriate "ethnicity" classification.

[2] Percents are based upon national total of 114 ETS projects.

[3] n = Number of ETS projects by predominant ethnicity of clients.
N = Total number of ETS projects.

[4] Column percents do not add to the national figure of 7 because of rounding error.

Table 4.3

NUMBER AND PERCENT OF NONRESPONDENTS ON ETS COUNSELOR QUESTIONNAIRE BY ETS PROJECTS CLASSIFIED BY LOCATION OF MAJORITY OF CLIENTS

Classification of ETS Projects by Location of Majority of Clients	Nonrespondents		
	Number	Percent[1/] of "Location" Classification Total	Percent[2/] of National Total
Reservation (n=10)	1	10	1
Rural (n=23)	0	0	0
Urban (n=81)	7	9	6
National Total[3/] (N=114)	8	--	7

1/ Percents are based upon the total number of projects in each "location" classification.

2/ Percents are based upon national total of 114 ETS projects.

3/ n = Number of ETS projects by location of clients.
N = Total number of ETS projects.

Table 4.4

NUMBER AND PERCENT OF NONRESPONDENTS ON ETS COUNSELOR QUESTIONNAIRE BY PROJECTS CLASSIFIED BY USOE REGION

USOE Region	Nonrespondents		
	Frequency	Percent[1] of USOE Region Total	Percent[2] of National Total
Region I (n=8)	2	25	2
Region II (n=11)	3	27	3
Region III (n=10)	0	0	0
Region IV (n=20)	0	0	0
Region V (n=12)	1	8	1
Region VI (n=15)	0	0	0
Region VII (n=8)	1	12	1
Region VIII (n=6)	0	0	0
Region IX (n=15)	1	7	1
Region X (n=9)	0	0	0
National Total[3] (N=114)	8	--	7[4]

[1] Percents are based upon the total number of projects in the appropriate USOE Regional classification.

[2] Percents are based upon national total of 114 ETS projects.

[3] n = Number of ETS projects by USOE region.
N = Total number of ETS projects.

[4] Column percents do not add to the national figure of 7 percent because of rounding error.

Table 4.5

DATA BASE OF COUNSELOR QUESTIONNAIRES FOR ETS PROJECTS CLASSIFIED BY SIZE

Size Classification	Number	Percent
Small (less than 550 clients)	32	31
Medium (551-1100 clients)	37	36
Large (more than 1101 clients)	35	34
Totals	104	100[1/]

[1/] Percents do not add to 100 because of rounding error.

Table 4.6

DATA BASE OF COUNSELOR QUESTIONNAIRES FOR ETS PROJECTS CLASSIFIED BY ETHNICITY OF MAJORITY OF CLIENTS

Ethnicity Classification	Number	Percent
Native American or American Indian	15	14
Black or Afro-American	49	47
Spanish-speaking origins:		
Mexican-American or Chicano	18	17
Puerto Rican	3	3
Other Spanish-speaking origins	0	0
Oriental or Asian-American	0	0
White or Caucasian	18	17
Other (i.e., Hawaiian, Samonan, mixed)	1	1
Totals	104	100[1/]

[1/] Percents do not add to 100 because of rounding error.

Table 4.7

DATA BASE OF COUNSELOR QUESTIONNAIRES FOR ETS PROJECTS CLASSIFIED BY LOCATION OF MAJORITY OF CLIENTS

Location of Majority of Clients	Number	Percent
Reservation	9	9
Rural	22	21
Small/Medium City	27	26
Large/Very Large City	46	44
Totals	104	100

Table 4.8

DATA BASE OF COUNSELOR QUESTIONNAIRES FOR ETS PROJECTS CLASSIFIED BY NUMBER OF YEARS IN EXISTENCE

Years (Months) in Existence	Number	Percent
Nonresponse	4	4
Less than 1 year	19	18
1-2 years (12-23 months)	11	10
2-3 years (24-35 months)	11	10
3-4 years (36-47 months)	16	15
4-5 years (48-59 months)	12	12
5-6 years (60-71 months)	11	10
6-7 years (72-83 months)	7	7
7-8 years (87-95 months)	8	8
8-10 years (96-119 months)	5	5
Totals	104	100[1/]

[1/] Percents do not add to 100 because of rounding error.

Table 4.9

DATA BASE OF COUNSELOR QUESTIONNAIRES FOR ETS PROJECTS CLASSIFIED BY USOE REGION

USOE Region Classification	Number	Percent
Region I	6	6
Region II	8	8
Region III	10	10
Region IV	19	18
Region V	11	10
Region VI	15	14
Region VII	7	7
Region VIII	6	6
Region IX	13	12
Region X	9	9
Totals	104	100

Table 4.10

HIGHEST EDUCATIONAL DEGREE EARNED BY PART- AND FULL-TIME COUNSELORS

Highest College Degree Earned	Part-Time[1]		Full-Time[2]		Total	
	Number	Percent	Number	Percent	Number	Percent
None	28	41	48	19	76	24
A degree or diploma based on less than 4 year's work	4	6	22	9	26	8
A bachelor's degree	27	39	134	53	161	50
A master's degree	10	14	41	16	51	16
A professional or specialist diploma (sixth year)	0	0	5	2	5	2
A doctor's degree	0	0	1	0	1	0
Totals	69	100	251	100[3]	320	100

[1] Because of inconsistent or uninterpretable responses on various segments of this questionnaire item, these results are based on 87 to 88 of the 104 questionnaires returned.

[2] Because of missing, inconsistent, or uninterpretable responses on various segments of this questionnaire item, these results are based on 90 to 91 of the 104 questionnaires returned.

[3] Percents do not add to 100 because of rounding error.

Table 4.11

HIGHEST EDUCATIONAL DEGREE EARNED BY PART- AND FULL-TIME COUNSELORS BY TYPE OF HOST INSTITUTION

Highest College Degree Earned	Part- or Full-Time Status and Type of Host Institution								Totals			
	Educational Institution				Non-Educational Institution							
	Part-Time 1/		Full-Time 2/		Part-Time 3/		Full-Time 4/		Part-Time 5/		Full-Time 6/	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
None	15	43	10	10	13	38	38	25	28	41	48	19
A degree or diploma based on less than 4 year's work	1	3	5	5	3	9	17	11	4	6	22	9
A bachelor's degree	12	34	55	54	15	44	79	53	27	39	134	53
A master's degree	7	20	28	27	3	9	13	9	10	14	41	16
A professional or specialist diploma (sixth year)	0	0	4	4	0	0	1	1	0	0	5	2
A doctor's degree	0	0	0	0	0	0	1	1	0	0	1	0
Totals	35	100	102	100	34	100	149	100	69	100	251	100 7/

1/ Because of inconsistent or uninterpretable responses on various sections of this questionnaire item, these results are based on 38 to 39 of the 47 projects hosted by an educational institution.

2/ Because of inconsistent or uninterpretable responses on various sections of this questionnaire item, these results are based on 39 to 40 of the 47 projects hosted by an educational institution.

3/ Because of inconsistent or uninterpretable responses on various sections of this questionnaire item, these results are based on 48 to 49 of the 57 projects hosted by a non-educational institution.

4/ Because of missing, inconsistent, or uninterpretable responses on various sections of this questionnaire item, these results are based on 50 to 51 of the 57 projects hosted by a non-educational institution

5/ Because of inconsistent or uninterpretable responses on various segments of this questionnaire item, these results are based on 87 to 88 of the 104 questionnaires returned.

6/ Because of missing, inconsistent, or uninterpretable responses on various segments of this questionnaire item, these results are based on 90 to 91 of the 104 questionnaires returned.

7/ Percents do not add to 100 because of rounding error.

Table 4.12

NUMBER AND PERCENT OF GRADUATE DEGREE AREAS OF CONCENTRATION REPORTED FOR COUNSELORS (PART- AND FULL-TIME) WITH AT LEAST A MASTER'S DEGREE BY TYPE OF HOST INSTITUTION

	Type of Host Institution					
	Educational Institution[1/]		Non-Educational Institution[2/]		Totals[3/]	
Graduate Degree Areas	Number	Percent	Number	Percent	Number	Percent
Social Work	1	1	3	14	4	4
Clinical Psychology	0	0	0	0	0	0
Guidance and/or Counseling	42	63	7	32	49	55
"Other" in area of education or teaching	15	22	9	41	24	27
"Other" in any other area	9	13	3	14	12	13
Totals	67	100[4/]	22	100[4/]	89	100[4/]

[1/] Because of missing or uninterpretable responses on various segments of this questionnaire item, these results are based on 44 to 45 of the 47 projects hosted by an educational institution.

[2/] Because of missing or uninterpretable responses on various segments of this questionnaire item, these results are based on 55 to 56 of the 57 projects hosted by a non-educational institution.

[3/] Because of missing or uninterpretable responses on various segments of this questionnaire item, the results are based on 99 to 101 of the 104 questionnaires returned.

[4/] Percents do not add to 100 because of rounding error.

Table 4.13

YEARS OF COUNSELING EXPERIENCE FOR FULL- AND PART-TIME COUNSELORS

Years of Counseling Experience	Number and Percent of Counselors				Combined Total of Full- and Part-Time Counselors	
	Full-Time[1/]		Part-Time[2/]			
	Number	Percent	Number	Percent	Number	Percent
None	0	0	3	3	3	1
Less than one year	44	17	45	40	89	24
1 to 2 years	99	37	29	26	128	34
3 to 4 years	74	28	13	12	87	23
5 to 9 years	41	15	16	14	57	15
10 years or more	7	2	7	6	14	3
Totals	265	100[3/]	113	100[3/]	378	100

[1/] Because of missing, inapplicable, or uninterpretable responses on various segments of this questionnaire item, these results are based on 95 to 96 of the 104 questionnaires returned. However, since 2 projects have no full-time counselors, the percents are based on a total of 93 to 94 questionnaires.

[2/] Because of missing, inapplicable, or uninterpretable responses on various segments of this questionnaire item, these results are based on 85 to 86 of the 104 questionnaires returned. However, since 56 projects have no part-time counselors, the percents are based on a total of 37 to 38 questionnaires.

[3/] Percents do not add to 100 because of rounding error.

Table 4.14

PERCENT OF ETS PROJECTS PROVIDING DIFFERENT TYPES OF INSERVICE TRAINING DURING PAST 12 MONTHS TO COUNSELING STAFF
(All percents are based on a total of 104 projects)

Type of Inservice Training	Was the training provided?				Totals
	Yes	No	Non-Response	Multiple Response	
Dropout prevention	51	41	8	0	100
Diagnosis of student problems	65	28	7	0	100
Use of equipment or materials	65	25	10	0	100
Admission or financial aid requirements	96	3	0	1	100
Veteran's benefits	72	21	6	1	100
Test interpretation	39	53	8	0	100
Individual counseling (personal/social)	79	18	3	0	100
Group counseling	67	30	3	0	100
Crises intervention	33	57	10	0	100
Career education counseling	82	14	4	0	100
Vocational counseling	75	18	7	0	100
Educational counseling	80	15	5	0	100
Counseling minority group members	78	18	4	0	100

Table 4.15

RANGES AND MEDIAN PERCENTS OF WORKING TIME WHICH ETS COUNSELING STAFFS ACTUALLY SPEND AND IDEALLY SHOULD SPEND IN VARIOUS FUNCTIONS

	Range and Median Percent of Counseling Staff Time:[1]			
	Actually Spent On:		Ideally Spend On:	
Counseling Functions	Range	Median	Range	Median
Counseling with individual student	6-80	35	6-76	40
Group counseling sessions with students	0-60	10	0-40	10
Conferences with parents	0-30	5	0-30	7
Conferences with teachers of clients	0-25	2	0-20	5
Assisting local high schools in improving counseling services for disadvantaged students	0-32	4	0-32	5
Conferences with project staff	0-20	5	0-16	5
Orientation of students/staff	0-15	2	0-10	2
Teaching/tutoring	0-15	0	0-25	0
Supervising peer counselors	0-20	0	0-15	0
Community and/or agency liaison	0-20	5	0-25	5
Writing (reports, case studies, etc.)	0-79	7	0-20	5
Record keeping and clerical work	0-25	9	0-25	5

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[1] Median percents were computed from responses of 103 projects. One project did not respond to this questionnaire item.

Table 4.16

RANGES AND MEDIAN PERCENTS OF STAFF'S COUNSELING TIME
SPENT WITH STUDENTS ON VARIOUS PROBLEM AREAS
(Median percents were computed from responses of 104 projects)

Counseling Areas	Range	Median
Career or vocational guidance (NOT for college-bound students), job placement, or referral	0-40	10
Four-year college entrance	5-60	25
Two-year college entrance	0-60	15
Other postsecondary education (not 2- or 4-year college)	0-20	5
Personal and family problems	0-25	5
Social/situational problems	0-25	5
High school attendance	0-25	1
High school academic choices	0-15	2
High school academic problems	0-41	5
Financial concerns	0-70	15

Table 4.17

DISTRIBUTION OF AVERAGE NUMBER OF COUNSELING SESSIONS HELD BY PROJECTS FOR CLIENTS IN VARIOUS AGE/SCHOOL STATUS CATEGORIES

(Percents are based on column totals)

Average Number Of Sessions	Number and Percent of Projects in Various Categories				
	7-8 Graders	9-12 Graders	Out of School 14-16 Years Old	Out of School 17-20 Years Old	Out of School 21 Years and Older
One	14 (41%)	2 (02%)	9 (10%)	10 (10%)	10 (10%)
Two	10 (29%)	11 (11%)	18 (20%)	19 (19%)	25 (25%)
Three	2 (06%)	13 (13%)	25 (28%)	17 (17%)	17 (17%)
Four-Five	5 (15%)	34 (34%)	18 (20%)	30 (30%)	34 (34%)
Six or More	3 (09%)	41 (40%)	18 (20%)	25 (25%)	14 (14%)
Totals	34 (100%)	101 (100%)	88 (100%)[1/]	101 (100%)[1/]	100 (100%)

[1/] Percents do not add to 100 because of rounding error.

Table 4.18

SOURCES USED BY COUNSELORS TO ASSESS STRENGTHS, WEAKNESSES, AND POTENTIAL OF ETS CLIENTS

(Expressed as percents of a total of 104 responding projects)

Sources	Is source used in your project? Yes	No	Non-Response	Multiple Response	Totals
High school grades	99	0	1	0	100
Anecdotal records	67	27	6	0	100
Teacher evaluations	92	5	3	0	100
Counselor evaluations	95	1	4	0	100
Evaluations of knowledgeable others	93	5	2	0	100
Standardized achievement tests	84	15	1	0	100
Nonstandardized achievement tests	62	36	1	1	100
Biographical inventories	69	24	7	0	100
Interest inventories	75	19	6	0	100
Vocational aptitude tests	66	29	5	0	100
Student self-evaluations	91	5	4	0	100
Academic aptitude tests	43	56	1	0	100
Others[1/]	18	81	1	0	100

[1/] Respondents were given an opportunity to specify additional sources. Their responses, placed in this "other" category, included such sources as GED test scores, activities participated in, rank in graduating class, parental opinion, and referrals from community groups.

Table 4.19

DISTRIBUTION OF PROJECTS USING EACH SOURCE TO ASSESS STRENGTHS, WEAKNESSES, AND POTENTIAL OF ETS CLIENTS BY DEGREE TO WHICH THE SOURCE IS USED

Sources	Number and percent of projects that use each source to a:			Total Using Source
	Small Extent	Moderate Extent	Great Extent	
High school grades	19 (18%)	62 (60%)	22 (21%)	103 (100%)[1/]
Anecdotal records	38 (54%)	22 (31%)	10 (14%)	70 (100%)[1/]
Teacher evaluations	33 (34%)	52 (54%)	11 (11%)	96 (100%)[1/]
Counselor evaluations	16 (16%)	46 (46%)	37 (37%)	99 (100%)[1/]
Evaluations of knowledgeable others	33 (34%)	42 (43%)	22 (23%)	97 (100%)
Standardized achievement tests	54 (62%)	29 (33%)	4 (05%)	87 (100%)
Nonstandardized achievement tests	46 (72%)	16 (25%)	2 (03%)	64 (100%)
Biographical inventories	28 (39%)	28 (39%)	16 (22%)	72 (100%)
Interest inventories	27 (34%)	34 (44%)	17 (22%)	78 (100%)
Vocational aptitude tests	44 (64%)	23 (33%)	2 (03%)	69 (100%)
Student self-evaluations	20 (21%)	43 (45%)	32 (34%)	95 (100%)

[1/] Percents do not add to 100 because of rounding error.

Table 4.20

EXTENT TO WHICH ETS CLIENTS APPLY FOR VARIOUS TYPES OF FINANCIAL AID
(Expressed as percents of a total of 104 responding projects)

Type of Financial Aid	How often do the clients in your project apply for each listed type of financial aid?				Totals
	Never	Sometimes	Often	Non-Response	
College or university scholarship or loan	2	26	70	2	100
State or local scholarship or loan program	3	30	66	1	100
Scholarship from a private organization or company	11	71	15	3	100
Veterans Administration direct benefits (GI Bill compensation or pension)	5	36	59	1	100[1]
ROTC scholarship programs	40	52	2	6	100
College work-study program	0	9	89	2	100
Social Security benefits for students age 18 to 22 (for children of disabled, or deceased parents)	4	53	42	1	100
National Defense (Direct) Student Loan Program	3	26	70	1	100
Federal Guaranteed Student Loan Program	12	54	34	1	100[1]
Basic Educational Opportunity Grant Program	0	5	94	1	100
Supplementary Educational Opportunity Grant Program	0	25	71	4	100
Health Professions Student Loan Program	22	63	11	4	100
Health Professions Scholarship Program	27	60	8	6	100[1]
Nursing Student Loan Program	14	65	16	4	100[1]

- continued -

Table 4.20 (continued)

Type of Financial Aid	How often do the clients in your project apply for each listed type of financial aid?				Totals
	Never	Sometimes	Often	Non-Response	
Nursing Scholarship Program	14	63	17	6	100
Law Enforcement Education Program	28	64	5	3	100
Veterans Administration War Orphans or Survivors Education Benefits Program	29	59	10	3	100[1]
Division of Vocational Rehabilitation Program	12	64	22	2	100
Bureau of Indian Affairs Grant Program	62	10	22	7	100[1]
Tribal Scholarships or Loans	66	13	13	7	100[1]
National Scholarship Service and Fund for Negro Students	32	53	10	6	100[1]

[1] Percents do not add to 100 because of rounding error.

Table 4.21

EXTENT TO WHICH VARIOUS TYPES OF FINANCIAL AID ARE OBTAINED BY ETS CLIENTS

(Row percents are based on numbers in the column entitled "Number of Projects Applying for Type of Aid")

Type of Financial Aid	Number of Projects Applying for Type of Aid	Percent of projects for which clients obtain "applied-for" aid: Never	Sometimes	Often	Non-Response	Totals
College or university scholarships or loans	102	1	62	36	1	100
State or local scholarship or loan program	101	1	49	50	0	100
Scholarship from a private organization or company	93	6	86	4	3	100[1/]
Veterans Administration direct benefits (GI Bill compensation or pension)	99	0	27	72	1	100
ROTC scholarship programs	62	10	77	5	8	100
College work-study program	104	0	23	77	0	100
Social Security benefits for students age 18 to 22 (for children of disabled, or deceased parents)	100	0	56	44	0	100
National Defense (Direct) Student Loan Program	101	0	27	73	0	100
Federal Guaranteed Student Loan Program	92	3	59	38	0	100
Basic Educational Opportunity Grant Program	103	0	21	78	1	100
Supplementary Educational Opportunity Grant Program	104	0	45	52	3	100
Health Professions Student Loan Program	81	7	77	12	4	100
Health Professions Scholarship Program	76	13	75	4	8	100
Nursing Student Loan Program	89	4	76	12	7	100[1/]

- continued -

Table 4.21 (continued)

Type of Financial Aid	Number of Projects Applying for Type of Aid	Percent of projects for which clients obtain "applied-for" aid:				Totals
		Never	Sometimes	Often	Non-Response	
Nursing Scholarship Program	89	8	80	6	7	100[1]
Law Enforcement Education Program	75	8	84	5	3	100
Veterans Administration War Orphans or Survivors Education Benefits Program	74	3	73	22	3	100[1]
Division of Vocational Rehabilitation Program	92	1	71	25	3	100
Bureau of Indian Affairs Grant Program	40	15	28	45	12	100
Tribal scholarships or loans	35	11	43	29	17	100
National Scholarship Service and Fund for Negro Students	71	17	69	8	6	100

[1] Percents do not add to 100 because of rounding error.

Table 4.22

NUMBER AND PERCENT OF ETS PROJECTS WHOSE COUNSELORS WORK WITH VARIOUS TYPES OF EDUCATIONAL INSTITUTIONS

Type of Educational Institution	Do the counselors in your project work with this type of institution?			Totals
	Yes	No	Nonresponse	
High schools	102 (98%)	1 (01%)	1 (01%)	104 (100%)
Proprietary schools	60 (58%)	33 (32%)	11 (11%)	104 (100%)[1/]
Public 2-year institutions	101 (97%)	1 (01%)	2 (02%)	104 (100%)
Private 2-year institutions	77 (74%)	22 (21%)	5 (05%)	104 (100%)
Public 4-year institutions	104 (100%)	0 (00%)	0 (00%)	104 (100%)
Private 4-year institutions	99 (95%)	4 (04%)	1 (01%)	104 (100%)

[1/] Percents do not add to 100 because of rounding error.

Table 4.23

NUMBER AND PERCENT OF PROJECTS INDICATING VARIOUS DEGREES OF COOPERATION BETWEEN PROJECT COUNSELORS AND EDUCATIONAL INSTITUTIONS[1]

Type of Educational Institution	Number and Percent of Projects by Degree of Cooperation				Totals
	Poor	Fair	Good	Excellent	
High schools	5 (05%)	24 (24%)	45 (44%)	28 (27%)	102 (100%)
Proprietary schools	5 (08%)	18 (30%)	28 (47%)	9 (15%)	60 (100%)
Public 2-year institutions	2 (02%)	11 (11%)	50 (49%)	38 (38%)	101 (100%)
Private 2-year institutions	3 (04%)	14 (18%)	40 (52%)	20 (26%)	77 (100%)
Public 4-year institutions	0 (00%)	10 (10%)	50 (48%)	44 (42%)	104 (100%)
Private 4-year institutions	5 (05%)	15 (15%)	44 (44%)	35 (35%)	99 (100%)[2]

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[1] Percents are based on row totals which indicate the number of projects whose counselors work with each type of educational institution.

[2] Percents do not add to 100 because of rounding error.

Table 4.24

PROGRAM SERVICES REQUIRED TO MORE EFFECTIVELY MEET CLIENT NEEDS
(Expressed as percents based on 104 responding projects)

Service or Activity	Does the counseling staff as a whole feel that the service or activity needs to be provided to effectively meet the needs of the project's clients?				Totals
	Yes	No	Non-Response	Multiple Response	
Additional counseling	84	13	3	0	100
Additional remedial programs	68	25	7	0	100
Additional financial aid	92	7	1	0	100
Additional educational information	84	10	6	0	100
Additional vocational information	92	5	3	0	100
New techniques for assessing educational needs and performance	88	10	2	0	100
Curricular changes in high school	78	16	6	0	100
Different academic requirements for high school graduation	71	25	4	0	100
Work study arrangements	86	10	4	0	100
Involvement of parents of disadvantaged and minority students	92	5	2	1	100
Non-traditional instructional techniques	76	21	2	1	100
Social-personal counseling	82	13	4	1	100
Courses in how to study	88	10	2	0	100
Individual tutoring	80	17	3	0	100

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Table 4.24 (continued)

Service or Activity	Does the counseling staff as a whole feel that the service or activity needs to be provided to effectively meet the needs of the project's clients?				Totals
	Yes	No	Non-Response	Multiple Response	
Courses on heritage of minority groups	70	27	3	0	100
Special cultural activities	79	18	2	1	100
Instruction on how to take tests	88	9	3	0	100
Temporary subsistence	84	12	4	0	100
New approaches for grading	74	22	4	0	100
Others[1/]	19	80	1	0	100

[1/] Twenty respondents specified in this category such other services or activities as providing increased opportunities for veterans; greater career exposure; providing for more community involvement; and provision of GED or HEP programs. In many cases, respondents simply wrote in "miscelleneous." No specific service or activity was listed by more than two respondents.

Table 4.25

NUMBER AND PERCENT OF PROJECTS INDICATING DEGREE TO WHICH PROGRAM SERVICES ARE REQUIRED TO MORE EFFECTIVELY MEET CLIENT NEEDS[1/]

Service or Activity	Number and Percent of Projects by Degree to Which Service is Required: Small Extent	Moderate Extent	Great Extent	Totals
Additional counseling	28 (32%)	37 (43%)	22 (25%)	87 (100%)
Additional remedial programs	18 (25%)	30 (42%)	23 (32%)	71 (100%)[2/]
Additional financial aid	8 (08%)	20 (21%)	68 (71%)	96 (100%)
Additional educational information	35 (40%)	34 (39%)	18 (21%)	87 (100%)
Additional vocational information	31 (32%)	37 (39%)	28 (29%)	96 (100%)
New techniques for assessing educational needs and performance	28 (30%)	36 (39%)	28 (30%)	92 (100%)[2/]
Curricular changes in high school	17 (21%)	31 (38%)	33 (41%)	81 (100%)
Different academic requirements for high school graduation	32 (43%)	22 (30%)	20 (27%)	74 (100%)
Work study arrangements	37 (41%)	27 (30%)	26 (29%)	90 (100%)
Involvement of parents of disadvantaged and minority students	10 (10%)	28 (29%)	58 (60%)	96 (100%)[2/]
Non-traditional instructional techniques	19 (24%)	26 (33%)	34 (43%)	79 (100%)
Social-personal counseling	32 (38%)	37 (44%)	16 (19%)	85 (100%)[2/]
Courses in how to study	18 (20%)	30 (33%)	43 (47%)	91 (100%)
Individual tutoring	27 (33%)	26 (31%)	30 (36%)	83 (100%)

- continued -

Table 4.25 (continued)

Service or Activity	Number and Percent of Projects by Degree to Which Service is Required: Small Extent	Moderate Extent	Great Extent	Totals
Courses on heritage of minority groups	24 (33%)	26 (36%)	23 (32%)	73 (100%)2/
Special cultural activities	29 (35%)	29 (35%)	24 (29%)	82 (100%)2/
Instruction on how to take tests	19 (21%)	28 (30%)	45 (49%)	92 (100%)
Temporary subsistence	26 (30%)	28 (32%)	33 (38%)	87 (100%)
New approaches for grading	25 (32%)	22 (29%)	30 (39%)	77 (100%)

1/ Percents are based on row totals which denote the number of projects indicating that each service or activity was required.

2/ Percents do not add to 100 because of rounding error.

Chapter 5

Talent Search Advisory Council Chairperson Questionnaire Results

I. INTRODUCTION

This chapter provides descriptive information about the manner in which the advisory boards of various ETS projects are organized and the degree of influence they exert on project activities. Also included are the perceptions of board chairpersons concerning the major achievements of their projects, along with some suggestions for improving the boards' effectiveness.

The results presented in this chapter were obtained from two sources. The first source was items 15 (parts a and b), 16 (parts a, b, and c), 17, and 18 in the Talent Search Project Director Questionnaire. The second source was the nine items in the Talent Search Advisory Council Chairperson Questionnaire. (The terms "council" and "board" are used interchangeably in this report.) Six of the nine questionnaire items in the chairperson questionnaire were repeated in the project director questionnaire to provide two sets of perceptions regarding key advisory board activities; however, the chairperson questionnaire also had additional items which were not included in the director questionnaire. Copies of the chairperson and project director questionnaires are found in Appendices I and G, respectively.

The topics covered in the remaining sections of this chapter are listed below.

Section II overviews the data collection and processing procedures for the Talent Search Advisory Council Chairperson Questionnaire.

Section III describes the projects from which chairperson questionnaires were and were not returned. These descriptions are based on the same variables used previously in Chapters 3 and 4 for the project director and counselor questionnaires.

Section IV summarizes the responses to items about the organization of advisory boards.

Section V presents the results of items related to the number and type of meetings held by advisory boards.

Section VI reports on the boards' responsibilities for, and the influence on, selected project-related activities.

Section VII presents the major accomplishments of the ETS projects as reported by the board chairpersons.

Section VIII presents the suggestions made by chairpersons for improving the effectiveness of their boards.

Section IX provides a summary of the chapter.

Tables 5.1 through 5.15 are referenced in this chapter. They have been placed together at the end of the chapter.

Cross-tabulations of projects by type of host institution (educational or non-educational) were reported in Sections IV and V in describing the organization of advisory boards and the number and type of meetings they held. Time and cost considerations precluded more extensive reporting of the additional cross-tabulation analyses that were conducted.

II. DATA COLLECTION AND PROCESSING PROCEDURES

The Talent Search Advisory Council Chairperson Questionnaire was mailed in April 1974, along with the director and counselor questionnaires, to the directors of all 114 ETS projects funded in program year 1973-74. Each director was requested to distribute the questionnaire to the chairperson of his project's advisory board. Included with each questionnaire was a letter assuring confidentiality of all responses and a postage-paid, self-addressed envelope for convenience in returning the questionnaire to RTI.

After implementing several follow-up procedures, questionnaires were returned for 93 of the 114 projects, a return rate of 82 percent. However, 3 of the 93 questionnaires were returned by project directors (uncompleted by a chairperson) because their projects did not have an advisory board. One of these projects was new and a board had not yet been formed; the other two projects were older projects that were in the process of reconstructing their boards.

The questionnaire was processed through the same stages as previously delineated in Chapters 3 and 4 for the project director and counselor questionnaires, respectively. Also, all responses have been coded and placed on a magnetic tape file. The detailed data collection and processing procedures for this instrument are presented in Appendix E.

III. DESCRIPTION OF RESPONDING AND NONRESPONDING PROJECTS

Tables 5.1 through 5.4 describe the ETS projects for which Talent Search Advisory Council Chairperson Questionnaires were not received. These comparisons are based on the four same project-related variables used in Chapters 3 and 4 to describe the projects from which project director and counselor questionnaires were not received.

As indicated in the previous section, three of the questionnaires that were received were not filled out because the advisory boards (councils) were inactive or nonexistent at the time. One of the involved projects was a new project for which a board had been selected but it had not yet held its first meeting; however, the project director of this project provided information in his questionnaire relative to the number of board members and how they had been selected. The other two projects were older projects and their boards were inactive because the project director was in the process of restructuring the board and its membership. One of the directors of these latter two projects completed a few of the items in the project director questionnaire related to the advisory board. More specifically, the three projects whose boards were inactive during the questionnaire survey meet the following descriptions:

1) Size--two were small, one was medium.
2) Ethnicity of majority of clients--all three were black.

3) Location of majority of clients--one was in a small/medium city, two were in large/very large cities.

4) Age--one was less than 1 year old, one was 3 years old, and one was 6 years old.

5) USOE region--one was located in Region II, two were located in Region V.

6) Host institution--all three were hosted by educational institutions.

Consequently, a total of 90 Talent Search Advisory Council Chairperson Questionnaires were used in these descriptive analyses. The projects for which these 90 questionnaires are applicable are described in Tables 5.5 through 5.9 by the previously (Chapter 3) delimited size, ethnicity, community, location, age, and regional location variables. Not presented in a table is the host institutional data, i.e., 47 and 53 percent of the 90 questionnaires were from projects hosted by educational and non-educational institutions, respectively.

Because of the lower response rate to the chairperson questionnaire and the differential nonresponse rates within certain project characteristic classification (e.g., the size classifications), the project director questionnaire was generally considered as the basic source of descriptive information in those cases where the same information was requested from both sources. Regardless of the data source, the descriptive results presented in this section will be qualified by any discrepancies or inconsistencies that exist between the responses from both sources.

IV. ORGANIZATION OF ADVISORY BOARDS

A. General

This section summarizes the responses to items 1 and 2 in the chairperson questionnaire and items 15a and 15b in the project director questionnaire. These items requested information about three organizational aspects of advisory boards: size (number of members), methods whereby members were selected, and their composition in terms of the groups represented by the membership. Reference is made to Tables 5.10 through 5.12.

B. Size of Boards

A summary of the boards, as reported by project directors in response to item 15a in the project director questionnaire, is provided in Table 5.10. The results show that 34 percent of the projects have less than 10 members on their advisory board, 32 percent have 11 to 15 members, 15 percent have 16 to 20 members, 11 percent have 21 to 25 members, and 6 percent of the ETS projects have over 25 members on their advisory board.[1] The median number of members for all projects is 13. These results agree closely with those reported by advisory board chairpersons in response to item 1 of their questionnaire.

A cross-classification of the number of board members by the type of institution hosting the project shows that projects hosted by non-educational institutions had fewer board members (e.g., 42 percent of the projects hosted by non-educational institutions had less than 10 members, as opposed to 17 percent of those hosted by educational institutions).

C. Methods of Selecting Board Members

This topic was addressed only to board chairpersons (questionnaire item 2), whose responses indicated that no single selection procedure is utilized by over half of the projects. In effect, ETS projects use a variety of procedures in selecting board members. The greatest percent (50 percent) of the 90 respondents noted that board members are appointed by the project director, whereas 44 percent of the respondents said that members were appointed by the Board of Directors or some other authority of the sponsoring institution. A few projects (no percents were tabulated) indicated through an open-ended response that their members were appointed by the council itself.

With respect to how the members were chosen for appointment: 45 percent of the respondents indicated that members are chosen as individuals to represent other organizations; 38 percent said members were chosen by virtue of the positions they held in other organizations; and 25 percent indicated that members were chosen from among volunteers. Twenty-two percent of the respondents exercised a "write-in" option to report the use of such "other" methods as: "individuals are specifically selected from the target population;" "individuals are appointed by the present board;" or "members are selected from ETS staffs and students." No single "write-in" responses was given by more than four projects. Note also that the above percents total more than 100 since respondents often indicated more than one method of selecting board members.

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[1] One percent of the projects did not answer this question because the board is just being formed. Though an additional two percent of the ETS projects have not yet met or are now inactive, they have designated the number of board members and therefore have been included in the number of respondents. Also, the percents do not total 100 because of rounding error.

When cross-tabulated by type of host institution, the results indicate that a majority (64 percent) of advisory boards for projects hosted by educational institutions were appointed by the project director, while a majority (54 percent) of those for projects hosted by non-educational institutions were appointed by the Board of Directors or some other authority of the sponsoring institution. Also, a greater percent (60 versus 35) of the projects hosted by educational institutions selected board members to represent their organizations. There were no noteworthy differences between project classifications in the percent of projects selecting board members by virtue of positions in other organizations or from among volunteers.

D. Composition of Boards

An overview of the composition of project advisory boards, based on the project directors' responses to item 15b of the project director questionnaire, is presented in Table 5.11. All of the listed groups are represented on ETS advisory boards; the largest percent (29 percent) of board membership comes from the target community and the second largest percent are Talent Search clients.

The USOE Program Manual (Program Year 1973-1974) for ETS, in discussing the composition of advisory boards, refers to representatives from the target community, target students, and the educational community. To conform to the terminology of the Manual, each of the groups presented in Table 5.11 was roughly classified into one of the three categories: target community representatives; target student representatives; and educational community representatives.[2] The distribution of advisory board members over these broad categories is presented in Table 5.12. Target student representatives comprise 21 percent of the board membership whereas 42 percent are target community representatives and 37 percent are educational community representatives.

V. NUMBER AND TYPE OF BOARD MEETINGS

This section summarizes the responses to three questionnaire items relative to the number and type (scheduled or unscheduled) of meetings held by project advisory boards. These questions appeared in both questionnaires (items 16 a, b, and c in the project director questionnaire; items 3, 4, and 5 in the chairperson questionnaire) and there was close agreement on both sets of responses. Because extra cross-tabulations had been generated on the chairperson questionnaires, the summary statistics presented below are based on these questionnaires.

The responses from 90 chairpersons indicate that 74 (or 82 percent) of the boards hold regularly scheduled meetings, and 16 (or 18 percent) do not. Of the 74 boards that hold regularly scheduled meetings:

a) One (1 percent) has an annual meeting.
b) Six (8 percent) meet 2 to 3 times per year.
c) Thirty-eight (51 percent) meet quarterly.
d) Six (8 percent) meet 5 to 11 times per year.
e) Twenty-three (31 percent) meet monthly.

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[2] Target community representatives include the "target community member," "businessmen or professionals," "staffs of other programs," and miscellaneous "other" groups. Educational community representatives include the "sponsoring agency member," "financial aid or admissions officers," and "other educators." The target student representatives include ETS clients and members of "other" student groups not specified to have been clients. It should be noted that considering "sponsoring agency members" as representatives of the educational community was an arbitrary decision that could lead to a misclassification of those members of host institutions which are not educational institutions.

Note that 90 percent of the boards that met regularly meet at least four times a year.

Board chairpersons were also asked to estimate the number of times per year it was necessary to convene the board for an "unscheduled" meeting. Sixteen percent of the boards did not hold "unscheduled" meetings, 38 percent have 1 or 2, 23 percent have 3 or 4, 16 percent have 5 or more, 2 percent simply stated that their boards meet "whenever necessary," and 6 percent did not respond to the questionnaire item.[3] All of the 16 boards that did not hold regularly scheduled meetings met on an "unscheduled" basis as follows: 25 percent met 1 to 2 times per year; 50 percent met 3 to 4 times per year; 19 percent met 5 or more times per year; and 6 percent met "whenever necessary."

Most (74 percent) of the 74 boards that met on a regularly scheduled basis also held "unscheduled" meetings; 40 percent held 1 to 2 per year, 18 percent held 3 to 4 per year, 15 percent held 5 or more per year, and 1 percent held such meetings "whenever necessary." The remaining 26 percent reported that no "unscheduled meetings" were held.

Cross-tabulations of these data by type of host institution resulted in one noteworthy difference in the number and type of advisory board meetings. A greater percent (88 versus 76 percent) of projects hosted by non-educational institutions or agencies held regularly scheduled meetings. There were no noteworthy differences (i.e., greater than 10 percent) across project categories in the number of scheduled or unscheduled meetings per year.

VI. RESPONSIBILITIES AND INFLUENCE OF THE BOARDS

A. General

In an effort to obtain insight into the functional relationships that exist between ETS projects and their advisory boards, four types of related information were requested from project directors and board chairpersons. The first was requested through items 7 and 18 in the chairperson and project director questionnaires, respectively. These items asked respondents to indicate which of the following three phrases best describes the relationship between the project director and the advisory board: the project director is accountable to the Board/Committee; the Board/Committee is accountable to the project director; the Board/Committee serves in an advisory role to the project director.

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[3] These percents do not total 100 because of rounding error.

The other three types of related information were requested through items 6 and 17 in the chairperson and project director questionnaires, respectively. These items requested 3 types of information relative to 12 project activities. First, respondents were asked to indicate whether or not responsibility for each of the 12 activities had been mandated to the advisory board. Second, they were asked to indicate on a four-point scale (none, very little, some, or very much) the degree of influence that the board has had on each activity. Third, they were asked to use the same scale to indicate the degree of influence that the board should have on each activity. These "degree-of-influence" ratings were requested for each of the 12 listed activities, irrespective of whether or not responsibility for the activity had been mandated to the board.

A summary of the responses to these questionnaire items are presented in the remaining three subsections of this section. Reference is made to Tables 5.13 through 5.15.

B. Relationships Between Boards and Projects

The responses of the project directors and the chairpersons concerning their "accountability" or "advisory" relationships were generally in close agreement; i.e., in 92 percent of the 89 projects for which questionnaire responses to this item were received from both the project director and board chairperson, these respondents gave identical responses to this item. Disagreement between these two parties in the remaining 8 percent of the projects occurred as follows: in 5 percent of the projects, the project director stated that the board served in an advisory role whereas the chairperson stated that the director was accountable to the board; in 2 percent of the projects, the director said that he was accountable to the board whereas the chairperson said that the board was advisory to the director; and in one project (1 percent), the director stated that the board was advisory to him whereas the chairperson felt that the board was accountable to him.

In about three-fourths of the projects, the board serves in an advisory role to the project director; in about one-fourth of the projects the project director is accountable to the board. In a single project, the board was accountable to the project director. Chairpersons and project directors from two projects did not respond to this particular item.

The "accountability/advisory" relationships between project directors and advisory boards differed considerably between projects hosted by educational and non-educational institutions. For projects hosted by educational institutions, it was reported that: 93 percent of the boards serve in advisory roles to project directors; in 7 percent of the projects, project directors are accountable to their boards. The comparable percents for projects hosted by non-educational institutions were 56 (board is advisory) and 42 (director is accountable). For 2 percent of the "non-educational" projects, it was reported that the board is accountable to the project director.

C. Responsibilities Mandated by Projects to Their Boards

Table 5.13 presents two sets of results. First, it shows the percents of project directors and board chairpersons who indicated that responsibility for each of the listed activities had been mandated by projects to the boards. Second, it reflects the degree to which the directors and chairpersons agreed on whether or not responsibility for each activity had been mandated. (This latter measure is simply the percent of the 88 projects for which both the project director and the board chairperson gave the same response when asked if responsibility for the activity had been mandated.)

The results presented in Table 5.13 show a need for improved communication between project directors and advisory boards. At best, there was agreement between directors and chairpersons in only 38 percent of the projects as to whether or not responsibility for an activity was mandated to the board. The percents of agreement ranged from a high of 38 to a low of 23. In all but three activities (promoting target community involvement; evaluating overall project performance; and approving program modifications), larger percents of the project directors, as compared to board chairpersons, felt that responsibility for the specified activities had been mandated.

The magnitude of this "lack-of-agreement over responsibility" could pose serious operational problems for ETS projects. For example, how are staff members being hired, and/or evaluated if there is only 23 and 27 percent agreement, respectively, as to whether or not boards have responsibility for these activities?

D. Influence of Board on Selected Activities

Table 5.14 summarizes the responses of project directors and board chairpersons relative to the degree of influence that the project boards have had on each of the specified activities. Respondents were requested to use the following scale to rate the degree of influence: none; very little; some; or very much. The "median" level of influence specified by each of the two groups, the percent-of-agreement on this level of influence, and the number of responding projects upon which the results are based (shown in parentheses) are presented in Table 5.14. For every one of the listed activities, the responses ranged over each of the four degree-of-influence scales. It is important to note that there were a relatively large number of nonresponses for this item. Most of the nonrespondents were directors or chairpersons who had previously indicated that responsibility for the activity in question had not been mandated to the board. Apparently this group misunderstood the questionnaire instructions which requested responses "for every activity (mandated or unmandated)."

The median response for project directors indicates that boards have had "some" influence on all but four activities; i.e., they had "very little" influence in selecting the project director, hiring additional staff, raising additional funds, and evaluating project staff. These results are not too surprising in view of the results presented previously in Table 5.13. That is, these same activities ranked lower than the others with respect to the agreement between directors and chairpersons on whether or not responsibility for their completion had been mandated to the board. All four activities ranked high in the percent of project directors and low in the percent of chairpersons who said that responsibility had been mandated. (The median ratings presented in Table 5.14 should be interpreted with caution because of the variability in responses over the four response categories; e.g., 31 percent of the projects said that the board had had no ("none") influence in selecting project directors, while an equal percent (31) responded at the other extreme by indicating that the board had had "very much" influence.)

Chairpersons, as a group, tended to agree with the project directors on all but two of the activities. The chairpersons felt that they had had "some" influence, as opposed to "very little," on selecting project directors and evaluating project staff. However, as reflected by the results in the "percent-of-agreement" column of Table 5.14, there was considerable disagreement between directors and chairpersons of the same projects as to the amount of influence the board had exerted on various activities.

Project directors and board chairpersons were also asked to specify the level of influence they desired for the board to have on each of these activities. These results are summarized in Table 5.15. All percents in these tables are based upon the total number of projects for which both the director and the board chairperson responded to the same item. As a result, the response rates are quite low; i.e., the item response rates vary from 43 to 66 percent (depending upon the activity in question) of the 105 projects from which project director questionnaires were received.

Few project directors and chairpersons want the board to have less influence on the various activities than they have had (see Table 5.15). Also, a substantial percent of project directors and board chairpersons expressed a desire that advisory boards have more influence on all activities, especially in "raising additional funds." There was, however, considerable lack-of-agreement between directors and chairpersons as to what influence advisory boards should have on the project activities. The activity for which there is the most disagreement is that of "coordinating activities with other institutions and organizations." As a group, 69 percent of the project directors want their advisory boards to exert more influence in "coordinating activities ...," whereas 38 percent want them to exert the same degree of influence as they have been exerting. Also, in 38 percent of the projects there was agreement between the project director and board chairperson as to whether the board should have less, the same, or more influence on this particular activity. The highest degree of agreement about the desired level of change in the boards' influence was 72 percent and occurred in two activities, "designing program goals" and "developing a project proposal."

VII. MAJOR ACHIEVEMENTS OF PROJECTS

A. General

In questionnaire item 8, advisory board chairpersons were asked to list as a write-in response, what they considered to be the major achievements of the projects served by their boards. A total of 165 responses were listed by 83 of the 93 chairpersons who returned questionnaires. (All of the achievements reflected in these 165 responses were not mutually exclusive, similar achievements were often specified by more than one respondent.) Of the 10 chairperson questionnaires returned with no responses to this particular item: 2 were returned by chairpersons who noted that they could not express an opinion because they had just recently been appointed to the board; 3 were returned by project directors with a statement that their projects did not have advisory boards; and 5 were returned by chairpersons who simply omitted the item.

These 165 responses (an average of 2 per chairperson) were placed into 6 achievement-related categories: (1) identification of students with potential for postsecondary education; (2) provision of counseling services and assistance in obtaining financial aid; (3) improved educational opportunities; (4) increased community awareness and services; (5) increased student motivation for education; and (6) miscellaneous other achievements. A description of the achievements included in each of these categories is presented below.

B. Identification of Students with Potential for Postsecondary Education

Of the 17 responses offered in this area, five focused on the public relations and recruitment programs developed by ETS projects in their search to identify clients. The specific recruitment methods mentioned included the extensive use of news media, brochures, posters, community and school contacts, and clinics conducted on school campuses.

The remaining 12 responses emphasized the success projects have had in identifying students who: (1) are prospective ETS clients; (2) would not have had (without ETS assistance) the opportunity to attend postsecondary institutions, especially those students who attended high schools that did not have guidance counselors; (3) are qualified and who have financial or cultural need with exceptional potential for postsecondary training; or (4) are interested in higher education.

C. Provision of Counseling Services and Assistance in Obtaining Financial Aid

A total of 73 responses focused on the counseling services offered by ETS. Two of these were of a very general nature; i.e., the "development of close trust relationships between clients and counselors."

Most often mentioned in the remaining 71 responses was the provision of information to clients about career selection and postsecondary school placement. Respondents stated that ETS helped (or assisted) clients in filling out applications (e.g., admissions, financial aid); gave them information about vocational or technical centers; placed them (especially minorities) in postsecondary institutions; and helped them obtain financial aid. In addition, ETS helped clients by placing them in, or referring them to, other programs in the community (e.g., Job Corps, NYC, Youth Conservation Corps, HEP). The methods used to provide these services and information included conferences, workshops, visits to college, career days, tutoring sessions, and interviews.

D. Improved Educational Opportunities

Included in this category are 34 responses. The five general achievements covered by these responses are listed below. The number of responses relative to each achievement is shown in parentheses.

1) ETS increased educational opportunities for the disadvantaged (minority, the "forgotten" or neglected) student by sensitizing officials at postsecondary institutions to the needs of these students (14).
2) ETS attempted to encourage (assist or motivate) students to enter a postsecondary institution especially the disadvantaged or low income persons, while at the same time increasing the educational opportunities available for these students (14).
3) ETS helped to upgrade postsecondary admissions policies for the academically borderline students. It worked with officials at various institutions as an advocate for these students, thus establishing good working relationships with postsecondary officials and getting more students accepted into their institutions (4).
4) ETS caused financial aid officers to recognize Indian students when awarding money (1).
5) ETS helped to coordinate activities between the high schools and colleges (1).

E. Increased Community Awareness and Services

The four achievements described by the 18 responses related to this category include:

1) ETS helped in the development of community interest in higher education, thus increasing community awareness of educational opportunities. Project personnel searched for free community services, worked to get increased parental involvement, and conducted fund raising campaigns in the community to help students pay such things as incidental and activity fees (10).
2) ETS increased the scope of its supportive community services as well as the delivery of these services (4).
3) ETS initiated the development of additional programs in the community to serve disadvantaged and low income families (examples given were Upward Bound and an Outreach program on wheels to provide ETS services) (3).
4) ETS developed stringent screening procedures which facilitated legislation and included methods of referring nonqualified applicants to other resources (1).

F. Increase Student Motivation for Education

Twelve responses alluded to ETS success in helping to either decrease the number of dropouts or motivate dropouts to reenter high schools, thereby helping them to become success oriented and finish their high school education. More specifically, ETS was successful in helping students overcome their weaknesses (weaknesses were not specified), thus building up their confidence and motivating them to pursue a postsecondary degree.

G. Miscellaneous Other Achievements

This category includes 11 responses that did not fit into any of the above categories. Four respondents reported that the quality of the ETS staff was in itself a major achievement; i.e., the staff was "an excellent staff," "an effective staff," or "professional." One responding chairperson stated as an achievement, "the active participation of students in the development of policies that aided in the growth of ETS and gave the staff an opportunity to deliver more comprehensive services regarding educational opportunity."

The remaining six responses in this category focused on two achievements--the total number of clients who have thus far been involved directly in the program (3 responses), and the project follow-up activities on clients (3 responses).

VIII. SUGGESTIONS FOR INCREASING BOARD EFFECTIVENESS

A. General

Questionnaire item 9 requested chairpersons to give, as a write-in response, no more than three suggestions for improving the effectiveness of their boards. Sixty chairpersons gave a total of 106 responses to this request. Of the 33 chairpersons who made no suggestions: 2 stated that the "board is effective as is;" 23 wrote in "not applicable," "doesn't apply," or "don't know;" and 8 left the item blank.

There was a great deal of commonality among these 106 suggestions. For presentation purposes, the suggestions made by board chairpersons are grouped in four broad categories: (1) suggestions for improving board operations; (2) suggestions for increasing the involvement and commitment of board members; (3) suggestions for increasing involvement with community; and (4) suggestions for improving the ETS program. An elaboration of these suggestions is presented below.

B. Suggestions for Improving Board Operations

There were 48 responses that contained 9 general suggestions relative to the general operations of the advisory board. These suggestions, with the number of responses upon which each is based included in parentheses, are that the ETS projects should:

1) Keep board members informed on the current state of affairs regarding ETS activities on a periodic basis; e.g., monthly

program updates. These monthly updates could also include the status of relevant legislation and policy changes (6).

2) Provide more and wider publicity about ETS and its past activities (4).
3) Make greater use of advisory board members and other community persons as sources of volunteer service (6).
4) Increase the size of the council so it will include more community representatives, including persons from the target group (4).
5) Hold regularly scheduled advisory board meetings (4).
6) Form a consulting group of board members in the area to help coordinate services, share common information and make better use of personnel (11).
7) Get more advisory board members involved and committed to ETS activities, perhaps by showing a need for them to attend meetings. Board members should have a commitment to specific aspects of the program (e.g., distinct service assignments according to their expertise), and the number of general meetings should be reduced. This would help maximize their support of ETS as community resource people (10).
8) Make provisions for board members to attend workshops or to make position recommendations at state or regional level (2).
9) Provide limited funds for the expenses of sub-advisory groups operating in rural areas (1).

C. Suggestions fcr Increasing The Involvement and Commitment of Board Members

Twenty-six responses provided suggestions as to what board members could do to increase the effectiveness of the board. In general, it was suggested that board members play a more active and significant role in the development of the ETS program; they should exert more influence and power and do more work. For example, 10 of the 26 responses specified that board members take a more active role in soliciting funds that could be used to extend ETS services and activities (e.g., provide more workshops), 1 suggested that board members work more closely with tutors in making suggestions for interviews and tutoring, and 2 suggested that board members support project directors in their communications with the host agency relative to realizing the projects' goals and objectives.

D. Suggestions for Increasing Involvement with Community

Ten of the responses made by chairpersons suggested increased involvement of the advisory boards in community services. Two of the 10 responses suggested that "media" packages be produced for the purpose of promoting ETS throughout the community. These respondents wanted board members to work and interact more with other community groups (e.g., PTA or Board of Education), and to promote greater cooperation between ETS and the other agencies and institutions that work with the ETS target population (e.g., cooperation between ETS and secondary and postsecondary institutions). They suggested that board members assume an advocacy role with educational institutions and with local, state, and federal agencies.

The chairpersons making these suggestions felt that increased community involvement would result in increased awareness of the needs of the ETS clientele and target population. Several respondents suggested that this increased awareness might induce colleges and universities to waive application fees.

E. Suggestions For Improving the ETS Program

Twenty-two of the responses contained suggestions which focused directly on improving and expanding ETS program services, as opposed to improving the effectiveness of the board. The suggestion made most often (11 responses) was that increased funding be provided, thus enabling projects to increase the number of staff members and serve more clients. Other program-related suggestions that were offered by only one or two respondents included:

1) Securing jobs for students in need of employment. One method would be the establishment of a job information service which

would function as a giver of information on new job markets and manpower needs in the state, region, and nation (2).

2) Working with schools and suspended students by offering more services directed at getting them to reenter school (2).

3) Expanding services to include persons who live outside of the present recruitment zone (1).

4) Hiring counselors who are former UB or ETS students and who are the same age as clients and sensitive to their needs (1).

5) Providing more monetary assistance for application fees or personal items (1).

6) Doing more work with veterans (1).

7) Becoming more involved with the needs of the student and the total needs of the community (1).

8) Providing a 3- to 5-year budgeting program to insure long range planning (1).

9) Making people aware that one does not need a four-year degree to have a meaningful vocational life (1).

IX. SUMMARY

A. General

The Talent Search Advisory Council Chairperson Questionnaire was mailed in April 1974 to the directors of all 114 ETS projects funded in program year 1973-74. Each project director was requested to forward the questionnaire to the chairperson of his project's advisory board. Questionnaires were returned for 93 projects (a return rate of 82 percent), 90 of which were completed and 3 of which were returned uncompleted by project directors whose projects did not have advisory boards.

Because of the nature of many of the results presented in this chapter (i.e., comparisons of item responses from two questionnaires) several sets of analysis were based on responses relative to one-half to two-thirds of the projects. In addition, there was a differential nonresponse rate within certain project characteristic classifications. The results should, therefore, be interpreted with caution.

B. Organization of Advisory Boards

The median size of advisory boards was 13 members. One-half of these members were appointed by the project director, a little less than one-half were appointed by some authority of the sponsoring (host) institution. Slightly less than one-half of the projects reported that members were selected as individuals to represent other organizations, 38 percent selected members by virtue of the positions they held in organizations, and in 25 percent of the projects, members were chosen from among volunteers.

Board members represented a number of organizations, groups, and career fields. When classified by the groups recommended in the USOE Program Manual, 42 percent of the board members are representatives of the target community, 37 percent are representatives of the educational community, and 21 percent represent the target students.

Cross-tabulations of projects by type of host institution indicated organizational differences in the advisory boards of projects hosted by educational and non-educational institutions. Projects hosted by educational institutions tend to have fewer members on their boards, a greater percent of whom were appointed to serve by the project directors (as opposed to being appointed by some authority of the host institution). Also, more projects hosted by educational institutions selected their board members to represent other organizations.

C. Number and Type of Meetings

About 80 percent of the advisory boards held regularly scheduled meetings, most of which (80 percent) were scheduled on either a quarterly or monthly basis. About three-fourths of the boards that held regularly scheduled meetings also had at least one "unscheduled" meeting per year, about one-third had at least three per year. Three-fourths of those boards that did not hold regularly scheduled meetings held at least three unscheduled meetings per year.

D. Responsibilities and Influence of Boards

Project directors and advisory board chairpersons from about 10 percent of the responding projects were not in perfect agreement about project/advisory board relationships; that is, they were not in agreement on whether the board serves the project director in an advisory role, or whether the project director is accountable to the board. For three-fourths of those projects in which directors and chairpersons were in agreement, the board serves an advisory role. The boards of practically all (93 percent) of the projects hosted by educational institutions, served in an advisory role, as opposed to 56 percent of the boards of projects hosted by non-educational institutions.

There was considerably less agreement between project directors and chairpersons over whether or not responsibility for certain activities had been mandated to the board. The largest percent of projects for which directors and chairpersons were in agreement about this mandated responsibility for any specific activity was 38, the lowest percent was 23. Generally, more project directors than chairpersons felt that the responsibility for a given activity had been mandated.

Directors and chairpersons also tended to disagree about the level of influence that boards have had on project activities, as well as about the level of influence that was desired. Averaged across projects, however, the responses of both groups indicated that boards have "some" influence on all but 3 or 4 of the 12 listed activities. The average level of influence for these three or four activities was "very little."

Very few project directors and chairpersons reported that advisory boards should have less influence on activities than they have had. At least 40 percent of the directors and chairpersons expressed a desire that boards exert more influence on most project-related activities, especially in "raising additional funds."

E. Major Achievements of Projects

Advisory board chairpersons were of the opinion that projects had realized major achievements in several areas. The achievement area emphasized by the greatest number of responses was the provision of counseling services and assistance in obtaining financial aid. Achievements were reported in four other areas: (1) identifying students with potential for postsecondary education; (2) improving educational opportunities; (3) increasing community awareness and services; and (4) increasing student motivation for education.

F. Suggestions for Increasing Board Effectiveness

Board chairpersons made several suggestions about increasing the effectiveness of advisory boards. Suggestions relative to expanding and increasing ETS services were also made.

Several responses provided suggestions for the more active and significant involvement of board members in ETS activities. This expanded role was not limited to work within ETS but also involved work with community groups.

A specific set of suggestions relative to board operations were directed to project directors. These suggestions indicate that board chairpersons want project directors to provide opportunities for greater involvement of board members in project activities and functions.

Table 5.1

NUMBER AND PERCENT OF NONRESPONDENTS ON ETS ADVISORY COUNCIL CHAIRPERSON QUESTIONNAIRE BY ETS PROJECTS CLASSIFIED BY SIZE

	Nonrespondents		
Size Classification[1/]	Number	Percent[2/] of "Size" Classification Total	Percent[3/] of National Total
Small projects (n=37)	13	42	11
Medium projects (n=41)	5	12	4
Large projects (n=36)	3	8	3
National Total[4/] (N=114)	21	--	18

[1/] Small projects served less than 550 clients.
Medium projects served 551 to 1100 clients.
Large projects served more than 1100 clients.

[2/] Percents are based upon the total number of projects in the appropriate "size" classification.

[3/] Percents are based upon national total of 114 ETS projects.

[4/] n = Number of ETS projects by project size.
N = Total number of ETS projects.

Table 5.2

NUMBER AND PERCENT OF NONRESPONDENTS ON ETS ADVISORY COUNCIL QUESTIONNAIRE BY ETS PROJECTS CLASSIFIED BY ETHNICITY OF MAJORITY OF CLIENTS

Classification of ETS Projects by Ethnicity of Majority of Clients	Nonrespondents		
	Number	Percent[1] "Ethnicity" Classification Total	Percent[2] of National Total
Native American or American Indian (n=16)	5	25	4
Black or Afro-American (n=52)	5	12	5
Puerto Rican (n=5)	2	40	2
Chicano or Mexican-American (n=19)	4	21	4
White or Caucasian (n=21)	4	19	4
Other (n=1)	1	100	1
National Total[3]	21	--	18[4]

[1] Percents are based upon the total number of projects in the appropriate "ethnicity" classification.

[2] Percents are based upon national total of 114 ETS projects.

[3] n = Number of ETS projects by predominant ethnicity of clients.
N = Total number of ETS projects.

[4] Column percents do not add to the national figure of 18 because of rounding error.

Table 5.3

NUMBER AND PERCENT OF NONRESPONDENTS ON ETS ADVISORY COUNCIL QUESTIONNAIRE BY ETS PROJECTS CLASSIFIED BY LOCATION OF MAJORITY OF CLIENTS

Classification of ETS Projects by Location of Majority of Clients	Nonrespondents		
	Number	Percent[1] of "Location" Classification Total	Percent[2] of National Total
Reservation (n=10)	3	30	3
Rural (n=23)	3	13	3
Urban (n=81)	15	18	13
National Total[3] (N=114)	21	--	18[4]

[1] Percents are based upon the total number of projects in each "location" classification.

[2] Percents are based upon national total of 114 ETS projects.

[3] n = Number of ETS projects by location of clients.
N = Total number of ETS projects.

[4] Column percents do not total 18 because of rounding error.

Table 5.4

NUMBER AND PERCENT OF NONRESPONDENT ETS ADVISORY BOARD CHAIRPERSONS BY PROJECTS CLASSIFIED BY USOE REGION

	Nonrespondents		
USOE Region	Frequency	Percent[1/] of USOE Region Total	Percent[2/] of National Total
Region I (n=8)	3	38	3
Region II (n=11)	6	54	5
Region III (n=10)	0	0	0
Region IV (n=20)	0	0	0
Region V (n=12)	3	25	3
Region VI (n=15)	2	13	2
Region VII (n=8)	1	12	1
Region VIII (n=6)	0	0	0
Region IX (n=15)	5	33	4
Region X (n=9)	1	11	1
National Total[3/] (N=114)	21	--	18[4/]

[1/] Percents are based upon the total number of projects in the appropriate USOE Regional classification.

[2/] Percents are based upon national total of 114 ETS projects.

[3/] n = Number of ETS projects by USOE region.
N = Total number of ETS projects.

[4/] Column percents do not add to the national figure of 18 percent because of rounding error.

Table 5.5

DATA BASE OF ADVISORY COUNCIL CHAIRPERSON QUESTIONNAIRES BY ETS PROJECTS CLASSIFIED BY SIZE

Size Classification	Number	Percent
Small (less than 550 clients)	22	24
Medium (551-1100 clients)	35	39
Large (more than 1101 clients)	33	37
Total	90	100

Table 5.6

DATA BASE OF ADVISORY COUNCIL CHAIRPERSON QUESTIONNAIRES BY ETS PROJECTS CLASSIFIED BY ETHNICITY OF MAJORITY OF CLIENTS

Ethnicity Classification	Number	Percent
Native American or American Indian	11	12
Black or Afro-American	44	49
Spanish-speaking origins:		
Mexican-American or Chicano	15	17
Puerto Rican	3	3
Other Spanish-speaking origins	0	0
Oriental or Asian-American	0	0
White or Caucasian	17	19
Other (i.e., Hawaiian, Samonan, mixed)	0	0
Total	90	100

Table 5.7

DATA BASE OF ADVISORY COUNCIL CHAIRPERSON QUESTIONNAIRES BY ETS PROJECTS CLASSIFIED BY LOCATION OF MAJORITY OF CLIENTS

Location of Majority of Clients	Number	Percent
Reservation	7	8
Rural	20	22
Small/Medium City	23	26
Large/Very Large City	40	44
Total	90	100

Table 5.8

DATA BASE OF ADVISORY COUNCIL CHAIRPERSON QUESTIONNAIRES BY ETS PROJECTS CLASSIFIED BY NUMBER OF YEARS IN EXISTENCE

Years (Months) in Existence	Number	Percent
Nonresponse	1	1
Less than 1 year	13	14
1-2 years (12-23 months)	10	11
2-3 years (24-35 months)	11	12
3-4 years (36-47 months)	15	17
4-5 years (48-59 months)	11	12
5-6 years (60-71 months)	11	12
6-7 years (72-83 months)	7	8
7-8 years (87-95 months)	7	8
8-10 years (96-119 months)	4	4
Total	90	100[1/]

[1/] Percents do not add to 100 because of rounding error.

Table 5.9

DATA BASE OF ADVISORY COUNCIL CHAIRPERSON QUESTIONNAIRES BY ETS PROJECTS CLASSIFIED BY USOE REGION

USOE Region Classification	Number	Percent
Region I	5	6
Region II	4	4
Region III	10	11
Region IV	20	22
Region V	7	8
Region VI	13	14
Region VII	7	8
Region VIII	6	7
Region IX	10	11
Region X	8	9
Total	90	100

Table 5.10

SIZE OF ADVISORY BOARDS
(As reported by ETS Project Directors)

	Distribution of Projects in Size Category	
Size of Advisory Board	Number	Percent
10 or less members	36	34
11-15 members	34	32
16-20 members	16	15
21-25 members	12	11
Over 25 members	6	6
Not applicable[1/]	1	1
Total	105	100[2/]

[1/] Though three projects actually have boards that are not meeting, two of the projects have designated the number of board members and only one project is in the process of doing so.

[2/] Percents do not add to 100 because of rounding error.

Table 5.11

COMPOSITION OF ETS ADVISORY BOARDS
(As reported by ETS Project Directors)

Membership Groups	Distribution of Advisory Board Members	
	Number	Percent[1]
Sponsoring agency member	182	15
Target community member	355	29
Talent Search clients	231	19
Businessmen or professionals	135	11
Financial aid or admissions officers	70	6
Other educator	200	16
Other groups[2]	55	4
Total	1228	100

[1] Percents are based on total number of 1228 members reported by 85 projects. Three projects did not respond to this item. Three additional projects had boards that are not meeting, one of which selected members and is therefore included in the 85 reporting projects. Also, the responses from 15 projects were excluded because of inconsistencies.

[2] Included in this category are: 10 members (1 percent of 1228) who are on the staffs of other programs (e.g., vocational rehabilitation, veterans administration, etc.); 29 members (2 percent of 1228) are students, veterans, etc., not specified to have been clients; and 16 (1 percent) represent miscellaneous groups (e.g., labor leaders, campus ministry, etc.).

Table 5.12

COMPOSITION OF ETS ADVISORY BOARDS BY USOE CATEGORIES

USOE Advisory Board Membership Categories	Distribution of Advisory Board Members	
	Number	Percent[1]
Target community representatives	516	42
Target student representatives	260	21
Educational community representatives	452	37
Total	1228	100

[1] Percents are based on total number of 1228 members reported by 85 projects. Three projects did not respond to this item. Three additional projects had boards that are not meeting, one of which selected members and is therefore included in the 85 reporting projects. Also, the responses from 15 projects were excluded because of inconsistencies.

Table 5.13

SELECTED ACTIVITIES FOR WHICH PROJECTS MANDATE RESPONSIBILITY TO THE BOARD

Activity	Percents of Project Directors and Chairpersons Indicating that Responsibility for the Activity Was Mandated to the Board		Percent of Agreement on Whether or Not Responsibility Mandated[3]
	Project Directors[1]	Chairpersons[2]	
Designing program goals	61	50	28
Developing project proposal	66	39	32
Selecting project director	66	31	25
Hiring project staff	82	20	23
Raising additional funds	70	36	32
Recruiting volunteer services	64	43	36
Promoting target community involvement	42	62	38
Coordinating activities with other institutions and organizations (e.g., UB, SSDS, Job Corps, etc.)	61	40	33
Sensitizing educational institutions as to the needs of disadvantaged students	50	49	28
Evaluating project staff	71	27	27
Evaluating overall project performance	45	57	32
Approving program modifications	52	56	38

1/ The percents in this column are based on a total of 101 responding project directors. Four of the 105 project directors returning questionnaires did not respond to this item, 2 of which could not respond because their boards were not yet operational.

2/ The percents in this column are based on a total of 90 responding advisory board chairpersons.

3/ Questionnaire responses on this questionnaire item were received from both the project director and the board chairperson in 88 projects. The percent of agreement is based on a comparison of the responses of directors and chairpersons from these 88 projects.

Table 5.14

MEDIAN LEVEL OF INFLUENCE THAT ADVISORY BOARD HAS ON SELECTED PROJECT ACTIVITIES
(Shown in parenthesis for each result is the total number of projects upon which it is based[1/])

Activity	Median Level of Influence Board has on Selected Activities As Expressed by:[2/]		Percent-of-Agreement About Level of Influence
	Project Directors	Board Chairpersons	
Designing program goals	Some (91)	Some (77)	69% (71)
Developing project proposal	Some (88)	Some (70)	63 (64)
Selecting project director	Very Little (88)	Some (66)	64% (59)
Hiring project staff	Very Little (81)	Very Little (64)	46% (57)
Raising additional funds	Very Little (85)	Very Little (72)	54% (61)
Recruiting volunteer services	Some (82)	Some (77)	48% (64)
Promoting target community involvement	Some (95)	Some (85)	48% (77)
Coordinating activities with other institutions and organizations (e.g., UB, SSDS, Job Corps, etc.)	Some (86)	Some (72)	40% (62)
Sensitizing educational institutions as to the needs of disadvantaged students	Some (93)	Some (74)	51% (67)
Evaluating project staff	Very Little (85)	Some (61)	54% (56)
Evaluating overall project performance	Some (96)	Some (77)	48% (73)
Approving program modifications	Some (90)	Some (75)	43% (68)

[1/] A total of 105 project director and 93 board chairperson questionnaires were received. The figure in parentheses for each item excludes nonresponses and uninterpretable or multiple responses.

[2/] Respondents used the following scale to rate the level of influence that the board has on an activity: None; Very Little; Some; Very Much.

Table 5.15

PERCENT[1/] OF RESPONDENTS DESIRING CHANGES IN AMOUNT OF INFLUENCE EXERTED BY THE ADVISORY BOARD ON SELECTED PROJECT ACTIVITIES

	Percent Projects for Which Less, Some, or More Board Influence is Desired by:						Percent-of-Agreement About Desired Change
	Project Directors			Board Chairpersons			
Activity	Less	Same	More	Less	Same	More	
Designing program goals (n=63)	00	57	43	00	60	40	65
Developing project proposal (n=53)	04	53	43	02	57	42	72
Selecting project director (n=50)	00	68	32	04	60	36	72
Hiring project staff (n=47)	02	64	34	04	66	30	60
Raising additional funds (n=52)	00	27	73	02	33	65	63
Recruiting volunteer services (n=54)	00	46	54	00	57	43	59
Promoting target community involvement (n=69)	00	39	61	03	59	38	54
Coordinating activities with other institutions and organizations (e.g., UB, SSDS, Job Corps, etc.) (n=52)	00	31	69	02	65	33	38
Sensitizing educational institutions as to the needs of disadvantaged students (n=54)	00	32	69	00	54	46	59
Evaluating project staff (n=45)	04	44	51	00	67	33	62
Evaluating overall project performance (n=62)	03	47	50	00	73	27	53
Approving program modifications (n=59)	00	61	39	03	68	29	66

[1/] Percents for each activity are based upon the total number of projects for which an item response was received by both the project director and the advisory board chairperson. These totals are written in parenthesis beside each listed activity.

Chapter 6

Description of Clients Served During the 1973-74 Program Year

I. INTRODUCTION

A. Purpose

The primary purpose of this component of the ETS study was to obtain descriptive data on the nationwide ETS client population, particularly their characteristics before entry into the program. Should a comprehensive evaluation of ETS be undertaken, these descriptive data would provide a basis for its design, especially if the design entailed defining an ETS comparison group. As a secondary purpose, it was hoped that these descriptive data would provide insights into the disposition of ETS clients after entry into the program. Unfortunately, achievement of these purposes--especially the secondary purpose--was substantially limited by the quality and extent of the data maintained in the files of the projects included in the sample.

More specifically, this study was designed to pursue answers to the following questions:

1) What are the general characteristics of the ETS client population at the time of their initial entry into the ETS program? These general characteristics include such factors as employment status, type of residence, income, educational background, and degree of previous participation in other similar programs.
2) What criteria are used in the selection of ETS clients?
3) How many contacts with ETS does the average client sustain during the course of his or her participation in the program?
4) What types and extent of information are kept on ETS clients in the project files?
5) During the program year what changes occur in the educational status of clients after their entry into Educational Talent Search?

B. Overview of Methodology

The descriptive study of ETS current clients involved the collection of descriptive client data from each of a sample of 20 ETS projects. At each project descriptive data were collected on a sample of approximately 80 current clients. This section provides only a brief overview of the sampling and data collection strategies used in this study. A detailed description of the sampling methodology is provided in Appendix D; a detailed description of data collection and data processing procedures is provided in Appendix E.

From the population of 111 ETS projects funded for fiscal year 1973 and located in the coterminous United States, a stratified random sample of 20 projects was selected. From each of the 20 sample projects, a systematic sample of approximately 80 current clients was selected at the project site by RTI site-visit-team members, resulting in the selection of a total of 1,837 current ETS clients. The client record data for this sample were then collected at each of the 20 selected projects by RTI site-visit-team members.

The initial strategy for defining the population of current clients for sampling and data collection purposes was to include only those persons who had had two or more contacts with ETS, one of which occurred during the period 1 July 1973 to 31 March 1974. (A contact could include individual contacts in person or by telephone, or small group contacts. Large group presentations were not allowable as contacts.) This definition of a client was to be used because it is the definition specified by USOE on OE Form 1231, an ETS reporting form.[1/] However, the initial definition proved unworkable at the first three visits for two reasons. (The first three visits were designed to serve as a field test of the sampling and data collection procedures.) First, discussions with project directors revealed that they defined as eligible clients some clients who had only one contact and included them in their OE 1231 reports. Second, in those cases where the two contact definition of a

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[1/] OE Form 1231 is a form on which ETS projects report on project accomplishments and activities (see Appendix B).

client was followed, it was often impossible to distinguish between clients with one or two contacts without first going through each client's folder or file. That is, the files established on those clients with whom the project had only one contact were not physically separated or otherwise easily distinguishable from those of clients with two or more contacts.

Given these problems, the definition of a client was revised to include all persons who have had one or more official contacts during the period 1 July 1973 through 31 March 1974 and for whom a file had been established. This definition was then used at the remaining 17 projects visited. It was also felt that the descriptive data collected under the revised definition of a client would provide a better basis for defining a comparison group for the ETS target population; i.e., a comparison group would be better defined by including descriptive data gathered on all individuals first contacted by ETS and on whom a file had been established, rather than on only those who persist to the point of a second contact. Even under this revised definition, however, the resulting descriptive data will still have limitations for defining a comparison group because some projects did not establish a file after only one contact.

After the eligible clients were defined, the RTI site visitors proceeded through the client files, systematically selecting eligible client folders and transferring the relevant information to the Client Record Form (see Appendix J for a copy of the Client Record Form). Any descriptive items for which there was no corresponding file information were left blank.

The strategy used in the first three visits involved collecting information only from the client file, thus leaving blank any descriptive items in the form for which there was no corresponding file information. However, the files examined during the first visits evidenced scanty and inconsistent descriptive information on clients. It was realized that the ability of the study to meet its descriptive objective would be seriously limited if only file data were used. Thus the data collection strategy was altered to include an attempt to fill in missing "file information" on each client by interacting with various members of the ETS staff. At each of the 17 remaining projects, data collectors transferred all possible information from the client files to the form and then sat down with available staff members to fill in as much missing client data as possible, marking each item to indicate whether or not the source was the project file. Given this change in strategy, the site-visit teams for the first three projects revised the client data collected on these visits to reflect the "out of file" information they had received from project staff members.

C. Special Problems and Limitations of the Data

Three problems with the data limit and qualify the interpretation of results presented in the remainder of this chapter. Two of the problems arose as a consequence of the difficulties encountered in collecting the data. The third relates to the timing of the data collection activity.

The first major limitation of the data derives from a problem previously discussed--inconsistency in the extent and type of client data available within and across projects. As previously indicated, it was necessary, because of scanty client descriptive data found in files at the initial three site visits, to expand the original data collection procedures at the remaining 17 projects to include collecting client descriptive data from project staff members. Because of high staff turnover, the staff members most familiar with selected clients were often no longer employed with the project. Or, even if the staff members most familiar with the clients were still employed with the project, they were sometimes away from the project on the day of the visit. Finally, even if the staff members were available to provide information, their recall of information did not provide the most reliable source of client data. Thus, the data gathered from project staff members to amplify project file data are of questionable quality.

A second limiting factor in interpreting results involves the vague and varying definitions of ETS clients used by ETS projects. As previously discussed in Section I.B, it was necessary, after the initial three site visits, to redefine an eligible ETS client as any individual with one or more contacts for whom a file had been established. Because of this redefinition of a client, the clients selected at the first three visits represent those with two or more contacts whereas the clients selected at the last 17 projects were defined more inclusively.

The third limitation of the data derives from the timing of the site visits during which the data were collected. All site visits took place over a four-month span from mid-March to late June 1974. To adjust for this schedule, the current clients included in the study are those with whom the projects had at least one contact between the period from 1 July 1973 to 31 March 1974. Clients whose first contact with ETS occurred after March were not included. However, those projects visited in May or June tended to have more information on the disposition of clients than did those projects visited in March or April (e.g., by late spring more information was available on client acceptance at colleges and on financial aid awards).

Given these limitations, the client descriptive data reported in this chapter are not directly comparable to that data on the same variables (e.g., client ethnicity, age, sex) that were obtained from project directors and reported in Chapter 3.

II. RESULTS

A. General

The results presented and discussed in this section do not reflect all the current client information that was collected and coded on the magnetic tape file. As indicated in the introduction to this chapter, the primary purpose of the study of ETS current clients was to provide a base for designing a more comprehensive study of the ETS program. As such the presentation of results in this section serves to demonstrate the range of data available on the data file. Should a decision be made to design a more comprehensive study, the data file can be studied in more detail.

Whenever a sample is used instead of the entire population the resulting data will be subject to sampling error. Sampling error is a measure of the magnitude of the difference expected between the results obtained for the sample and those for the population. The results for the population always remain unknown. If such results were known, there would be no need to select a sample. The larger the sample and the closer the sample size is to that of the population from which it is drawn, the smaller the expected sampling error.

An estimate of the magnitude of the expected sampling error can be calculated from the sample data. However, because of the complex nature of the sample design that was used for the selection of current ETS clients, the familiar textbook formulas are not applicable. Instead, more complicated formulas that reflect the two-stage, stratified clustered sample design must be used.

In order to provide estimates of standard errors for the large number of estimated percents that were generated and to provide them at a reasonable cost, estimated standard errors were computed for only a selection of items. The results were then used to create a generalized table of standard errors that provides a general order of magnitude of the standard errors for the estimated percents presented in this chapter. This generalized table, together with instructions for its use, is presented as Table 6.1. (Except for a few text tables which will be appropriately noted, all referenced tables are presented at the end of the chapter for the reader's convenience.) The specific standard errors that were actually calculated, together with the formulas and procedures that were used in the calculations, are presented in Appendix D.

Since the main thrust of this study is to provide a general description of the total population of current ETS clients, the percents for which sampling error calculations were made were selected mainly from those based on the total sample rather than on sample subgroups.

The magnitude of the standard error for an estimated percent is determined by a number of variables, including: (1) the number of projects and the number of clients selected into the sample; (2) the size of the percent being estimated; and (3) the way in which the characteristic being estimated is distributed among the projects.

The figures in Table 6.1 are based on the entire sample of current ETS clients. The size of the percent being estimated determines the appropriate row, and the nature of the distribution of the characteristic being estimated determines the appropriate column of Table 6.1 to use. For determining standard errors of estimates relating to the percent of clients for whom specific descriptive data were available from project files, column A of Table 6.1 should be used. For most estimates relating to the percent of clients who have a given characteristic, e.g., percent of clients who are female, column B should be used. There are footnotes on the individual data tables (Tables 6.2 through 6.16) which specify the appropriate column to use in order to determine the appropriate standard error of an estimated percent.

It should be noted that the standard errors presented in Table 6.1 are larger for percents near 50 than for percents closer to 0 or 100. It should also be noted that the standard errors in column A are larger than those in column B. The standard errors in column A are appropriate for two general kinds of estimated percents, namely: (1) the percent of clients for whom specific descriptive data exists in project files; and (2) the percent of clients belonging to a specific ethnic group. For each of these kinds of variables, the characteristic is highly associated with a project. For example, missing client file information would tend to be prevelant in certain projects and not in others. Some projects may simply not collect certain types of information while others may vigorously collect it for all clients. Ethnic characteristics are also highly associated with projects. Indians, for example, tend to be concentrated in a few projects, with the remaining projects having none at all. To the extent that one can classify a project as having clients with a given characteristic or not having clients with that characteristic, for example, having or not having clients for whom certain file information is available, or having or not having clients who are Indians, the sampling errors are somewhat higher and those found in column A of Table 6.1 are the appropriate ones to use.

Descriptive characteristics such as age of client, sex of client, or employment status of client, are characteristics that are more evenly spread throughout all projects than are, for example, ethnic characteristics. Because of this, the sampling errors are lower and those in column B are appropriate.

The method of using Table 6.1 is demonstrated in the following example. From Table 6.2, item number 13, it can be seen that the estimated percent of clients for whom transcripts are available in the project files is 20. To determine the approximate standard error of this estimated percent, column A of Table 6.1 would be used, because the estimated 20 percent relates to the presence or absence of file data.[2/] By entering the row "20 or 80" percent, a standard error of 7.3 percentage points is found. This figure is the approximate standard error of the estimated 20 percent, and can be used to construct confidence limits for the estimate. If one were to construct a 95 percent confidence interval,[3/] one would be 95 percent sure that the true population value (that is, the population percent of current ETS clients for whom transcripts are available in a project file) would fall between 20 - 2(7.3) and 20 + 2(7.3) or between 5 and 35 (rounded to the nearest percent).

The reader is encouraged to refer to the standard errors presented in Table 6.1 when interpreting the data presented in the subsequent tables. This will permit the reader to establish some guidelines as to the level of precision of the estimates presented.

[2/] Table 6.2, which contains this estimated percentage, also refers the reader to the appropriate column of Table 6.1, which would be column A of Table 6.1 in this case.

[3/] The confidence interval is a range of values within which one expects the true population value to be. If the same sampling and estimation procedure were repeated over and over again, many, many times, and for each sample an interval was constructed that was two standard errors on either side of the estimated percent, one would find that about 95 percent of these intervals would contain the true population value. Thus, an interval so constructed is called the 95 percent confidence interval. A 99 percent confidence interval is formed by taking two and one-half standard errors on either side of the estimated percent.

Four constraints operated in determining which results were to be presented: (1) available time and funds; (2) the importance of maintaining confidentiality of projects (hence no cross-tabulation was made which linked results to any of the 20 projects in the sample); (3) the importance of maintaining cell sizes that were sufficiently large, keeping in mind their associated standard errors; and (4) the questionable quality of the data because of the nature of the project files.

Given these constraints, selected results are presented below under four major headings: (1) Type and Extent of Information Kept in Project Files; (2) General Characteristics of ETS Client Population at Time of Initial Entry into ETS; (3) Criteria Used in Determining ETS Client Eligibility, and (4) Number of Client Contacts. All results are weighted to represent estimates of the entire population; i.e., the results are estimates of what would have been obtained had the entire population of current clients been surveyed instead of approximately 100 clients from each of 20 projects.

It should again be emphasized here that the results presented in the remainder of this chapter should be viewed only as estimates of the descriptive characteristics of the ETS population. Their associated standard errors and the limitations of the best data available for the survey substantially limited the ability of the analysts to provide more accurate estimates of the ETS client population.

B. Type and Extent of Information Kept in Project Files

The type of data for which project files were screened fall into two general categories: (1) client descriptive data that should serve to describe the client's general family and educational background; and (2) follow-up data that document the client's entry into selected activity states after entering the ETS program.

1. Client Descriptive Data

Table 6.2 summarizes the extent to which specific types of client descriptive data are maintained in the files. It also shows the additional percent of clients for whom RTI was able to obtain, through conversations with project staff members, additional descriptive data that were not directly available in the project's files. One example of an information item that was obtained either from project files or project staff members is client's family income (item 8 in Table 6.2). If the RTI data collector found family income documented in the client's folder, it was recorded and assigned a special code indicating that it came from project files; if income was not documented in the files, the data collector queried staff members familiar with the client to obtain income information. Data obtained through the latter means was assigned a code indicating that its source was "out of file." In this example, approximate family income was available on a total of 83 percent of the clients. For 74 percent of the clients, this family income information was documented in the files; for 9 percent of the clients it was obtained from project personnel. The potential unreliability of data gathered from project staff should again be emphasized, given that staff members were often inaccessible to data collectors and that memory or recall of information is not necessarily accurate.

Certain information such as transcripts (item 13), letters of recommendation (item 14), and test scores (items 15 through 19) could only be obtained from files. For these items, a "NA" was entered in Table 6.2 in the "Project Staff" column.

As is clear in Table 6.2, such basic descriptive data as client's age (item 1), sex (item 2), ethnicity (item 3), grade level at entry (item 10), and highest grade level completed at entry (item 11) were available in project files for most clients. However, two descriptive items, client income and family income (items 7 and 8, respectively), which would be important in any future study of the ETS program, were available in the project files for only 41 and 74 percent of the clients, respectively. Also, such income information is important for determining the client's eligibility for the ETS program and for advising clients about potential sources of postsecondary financial aid.

Scholastic transcripts (item 13) and various types of test scores (items 15 through 19) were generally not recorded in project files. Transcript information was available for 20 percent of the clients, while a specific achievement test score was documented in only 10 percent of the client folders.

Financial aid applications (item 20) and Parent's Confidential Statements (item 21) were available for only approximately one-third of those clients who, according to project records or personnel, had applied for financial aid.

Such client descriptive data as family income at intake (item 8), location of residence at intake (item 24), and eligibility criteria used for each client (item 25) were not documented in the files of substantial proportions of clients. Project directors are required to report these three data items on OE Form 1231, the bi-annual report on ETS clients and project accomplishments made by each project. Without corresponding file data it would be difficult for a project director to accurately report the number of their clients with respect to the above named types of characteristics.

2. Follow-Up Data Regarding Entry Into Selected Activity States

Table 6.3 summarizes the extent to which follow-up data are kept in project files regarding a client's entry into seven important activity states.[4] For example, if a client applies for financial aid (activity state 1 in Table 6.3), or if he drops out of a secondary or postsecondary program (activity state 3), is this information noted in project files (that is, in the client's folder or in some other general file within the project)?

Information gleaned either from project files or from verbal communication from project personnel was used to determine the number of clients who entered each activity state. (Because of the limitations previously discussed in Section I.C of this chapter, the results presented in these two columns should not be used as output measures for evaluating the effectiveness of ETS.)

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[4] Several other relatively important activity states were considered (e.g., entry into armed services and entry into on-the-job training programs) but the number of clients entering them was small and their associated standard errors were large.

The last column of Table 6.3 reflects the percents of those clients entering an activity state for whom it was possible to substantiate their entry from data available in project files. The site visit experiences suggest that ETS project personnel are more likely to add a note to a client's folder when he changes activity states than when he does not. For example, if a client entered the armed services, one would expect this fact to be noted in his folder or records; however, if a client did not enter the armed services, it is highly unlikely that his records would contain a note to that effect. As a result, the numerator (the second column in Table 6.3) used in computing the percents shown in the last column of the table was based on data actually recorded in project files, and the denominator (the first column--the number of clients eligible to enter the activity state) was based on data actually recorded in project files and on information gleaned from staff personnel.

As indicated in Table 6.3, file documentation on three of the important client-related activity states is poor: receipt of financial aid after entering ETS (state 2); dropping out of a secondary or postsecondary program after entering ETS (state 3); and entry in a Special Services program after entering ETS (state 7).

The attainment of activity states 5 (application for and acceptance in a postsecondary institution) and 6 (began studies in a postsecondary institution) was documented in the files of approximately 75 percent of the applicable clients. However, given that these two activity states reflect the major objective of ETS, better records and documentation of their attainment should be maintained.

The OE Form 1231 final summary report for Program Year 1973-74 shows that a total of 32,941 clients began studies at a postsecondary institution since 1 July 1973, and that a total of 27,775 clients were accepted in one or more postsecondary institutions during the same period but had not yet begun their studies.[5/] Based on the information collected from project files and personnel, the estimated number of clients in these same two activity states are (see Table 6.3): 10,170 clients began studies in a postsecondary institution (activity state 6) and 21,490 clients were accepted in one or more postsecondary institutions but had not yet begun their status (activity state 5 less activity state 6). However, the OE 1231 figures and the RTI estimates cannot be directly compared because the RTI estimates cover only three-fourths of the program year and are based on a more liberal definition of a client. The number of clients who were accepted in one or more postsecondary institutions is especially affected by the fact that the RTI estimate does not cover the last three months of the program year. It is during this period that many applicants are notified of their acceptance. As an additional confounding factor, ETS project directors were instructed to include last year's "clients" who began their studies since 1 July 1973 among the 32,941 clients reported on OE Form 1231 as beginning postsecondary studies.

C. General Characteristics of ETS Client Population at Time of Initial Entry Into ETS

1. Size of Client Population

The OE Form 1231 Final Statistical Report for 1 July 1973 to 30 June 1974 reported a total of 109,025 clients served. The RTI estimate for number of clients served between 1 July 1973 and 31 March 1974 was 68,035 clients (the estimated standard error of this estimate is 11,540).

[5/] Talent Search: U.S. Office of Education Final Statistical Report (1 July 1973 - 30 June 1974). Washington, D.C.: Computer Sciences Corporation, September 1974.

Once again, the reader is cautioned against using the RTI estimate of total clients served to validate or invalidate the figures reported on OE Form 1231. In addition to the previously mentioned differences in definitions and time periods, it seems reasonable to expect that the last three months of the program year are disproportionately heavy in terms of establishing new clients, given that students during this period are more likely to become more concerned about their educational plans for the coming fall. Simply inflating the RTI estimate by 4/3 will not take this possibility into consideration.

2. Demographic Characteristics

Table 6.4 provides a description of clients' ethnicity, age, sex, and marital status categories at the time of their intake into the ETS program. Blacks constitute by far the major ethnic group in the program with whites, Mexican Americans, and American Indians composing the three largest non-black ethnic groups. More females than males are ETS clients. Most (approximately two-thirds) clients are ages 17 or 18, although small proportions are less than 17 or greater than 18 years of age. Practically all ETS clients have never been married.

Table 6.5 provides a breakdown, within each of the four major ethnic groups, of the same client characteristics: age, sex, and marital status. This presentation allows the reader to interpret differences in the distribution of these characteristics among the ethnic groups. Taking into consideration the standard errors associated with these results, one difference stands out in the age-groupings of clients in certain ethnic groups. As indicated in Table 6.5A below, it appears that the proportion of Indian clients who are in the youngest age bracket (ages 12 to 16) is larger than that for clients in the remaining ethnic groups. The observations of site visit teams and conversations with study Advisory Council members led the research staff to expect such a difference in age group composition among Indians. The purported explanation for this difference is that attrition in public schools occurs earlier among Indians (i.e., they dropout from lower grades) than among other ethnic groups and thus projects serving Indians attempt to contact clients in junior high and early high school grades.

Table 6.5A

AGE AT INTAKE FOR INDIANS AND NON-INDIANS

Age at Intake	Ethnic Background*	
	Indians	Non-Indians
16 years or less	33 %	8 %
Over 16 or not ascertained	67 %	92 %
TOTAL	100 %	100 %

* The estimated standard errors were calculated to be:

estimate	estimated standard errors
33 %	16 percentage points
8 %	4 percentage points
33%-8%=25%	17 percentage points

See Appendix D for details on computation of standard errors.

For the total population of current ETS clients, the proportion of female clients exceeds that of males. This is not necessarily consistent over all ethnic groups, however. There is a significantly smaller percent of females among Mexican-American clients than among Non-Mexican American clients (47 percent as compared with 57 percent). (These results are highlighted in Table 6.5B below.) Again, conversations with Advisory Council members and others involved with the ETS program led the research staff to expect this difference because cultural restrictions often keep Mexican-American families from allowing their daughters to participate.

Table 6.5B

CLIENT SEX FOR MEXICAN-AMERICANS AND NON-MEXICAN-AMERICANS

Sex	Ethnic Background*	
	Mexican-American	Non-Mexican-American
Female	47 %	57 %
Male or sex not recorded	53 %	43 %
TOTAL	100 %	100 %

* The estimated standard errors were calculated to be:

estimate	estimated standard error
47 %	2.5 percentage points
57 %	1.9 percentage points
57%-47%=10%	3.5 percentage points

See Appendix D for details on computation of standard errors.

Table 6.6 provides a description of the type of client's residence at time of initial ETS contact. Note the percent of clients for whom this information was not available and the fact that the listed areas are not mutually exclusive (e.g., a client could simultaneously reside in a federal housing project and in a Model Cities area). At most, less than one-third of the ETS clients resided, at the time they entered the ETS program, in one or more of these special areas.[6/]

[6/] This upper limit estimate of one-third provides for the rather small possibility that all the clients for whom information was not available (shown in the "No Information" column of Table 6.6) did reside in one or more of the listed residential areas.

3. Income and Employment Status of Clients

Tables 6.7. 6.8, and 6.9 provide descriptive data on client income, client's family income, and client's employment status at ETS entry. Table 6.7 shows the distribution of clients across broad client and family income categories. As shown in the table, about half of the ETS clients are classified as having no income (outside of that earned by their families). Among those who do have some income, most earn less than $3,000 per year. Client income information was not available for about one-third of the clients.

Family income information was available for approximately 85 percent of the clients. Over half of the ETS clients were classified as coming from families with incomes of less than $6,000 in 1973 (before taxes), while about a quarter of the clients were classified as coming from families which earned $6,000 or more. A small proportion, about 10 percent, come from families which earned $9,000 or more. Those very few instances when both a family income and an individual income were documented for a client, it was found generally that the combined incomes were low and/or the size of the family large.

Table 6.8 provides the employment status of ETS clients at time of initial contact. The large majority of ETS clients were not employed at time of intake. The small percentage of clients who were employed were about equally distributed between full- and part-time jobs. Table 6.9 indicates the types of jobs held by those few clients who were employed at intake. About half of the employed clients were classified as laborers or service workers. Few clients were employed in other types of work. Type-of-employment information was not available on almost one-third of those clients who were employed.

Table 6.10 shows the proportion of ETS clients in various family income categories who resided in federal housing, on farms, in Model Cities or Urban Renewal Areas, or on an Indian Reservation at the time of their initial contact with ETS. The purpose of this table is to provide insights into the reasons why some clients with high family incomes might be included in the ETS population (e.g., living in a model cities area gives a client a higher adjusted family income eligibility requirement).

4. Educational Status of Clients at Time of Initial ETS Contact

Table 6.11 provides a profile of the educational status of ETS clients at intake in terms of the grade levels or program types in which they were enrolled and the highest grade levels or types of programs they had completed. The results presented in this table show that regularly enrolled twelfth graders far outnumber any other group in the ETS client population. Approximately 14 percent of the clients were enrolled in grades 7 through 11, and about 14 percent were not enrolled in an educational program. Of the 14 percent who were not enrolled, most had completed high school (11 percent of all clients) and a few were high school dropouts (3 percent of all clients). The basic thrust of the ETS effort seems to be directed toward the cohort of individuals about to graduate from high school.

Table 6.12 shows the distribution of ETS clients across grade level categories within each of the four major ethnicity groups: black, American Indian, Mexican-American, and white. The profiles depicted in this table show that: (a) consistent with the ethnic group-age relationships discussed earlier a higher proportion of Indian clients were enrolled in grade 9 or less at ETS entry, and (b) practically all of the white ETS clients were enrolled in the twelfth grade when initially contacted by ETS.

5. Previous Participation in Other Special Programs for the Disadvantaged

Table 6.13 presents both the proportions of ETS clients who had had prior contact with different types of special programs before entry into ETS and the proportions of clients from whom this type of information on other program participation was not available.

As is demonstrated in the table, only a small fraction of ETS clients had participated in any other program prior to entry into ETS. Thus it appears that for most clients ETS represents the first special educational assistance they have received.

D. Criteria Used in Determining ETS Client Eligibility

According to the Program Manual, three factors should govern an individual's eligibility for the ETS program: (1) financial eligibility except for those who live in cultural isolation, in which case no regard is given to income; (2) need for the program services; and (3) citizenship. The first two criteria are further qualified in the ETS Program Manual to encompass all of those young people from grade 7 on who are of financial or cultural need with an exceptional potential for postsecondary education.[7] In addition, some clients may be eligible on the basis of other criteria (e.g., serious mismanagement of family income--see copy of eligibility guidelines in Appendix K).[8]

Table 6.14 presents the percent of clients determined to be eligible under these criteria (the citizenship criterion is not included because related data were not collected by RTI). Also presented is the percent of clients for whom eligibility information was not available. The criteria listed in this table are not mutually exclusive, e.g., a client may be determined to be eligible for reasons of both low income and cultural isolation. Furthermore, the Program Manual states that all clients should meet the "exceptional potential" criterion. The results show that this criterion was either documented or reported verbally as being applied to almost one-third of the clients. (These results are not surprising in view of the fact that this criterion is vague and undefined, and there is little that project directors can do to document this criterion empirically.) Most clients were accepted on the basis of low incomes, and few clients were determined to be eligible on other than the three basic criteria.

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[7] U.S. Department of Health, Education, and Welfare. Application Information and Program Manual: Talent Search, Upward Bound, and Special Services. An Office of Education Program Administration Manual, 1973-74 (revised December 1972), Appendix A and p. 8.

[8] The reader is referred to Section IV.C of Chapter 1 which explains the fact that there are no regulations for the Talent Search program.

Table 6.15 presents a cross-tabulation of the family-income levels at intake of the clients for whom each of the four types of criteria was applied. The results presented in Table 6.15 show that roughly half of the clients with family incomes over $6,000 were determined to be eligible for ETS on the basis of low-income and related criteria. As one would expect, the use of "low income" criteria decreased as family income levels increased--although this criterion was still used on a surprisingly large proportion of clients at the higher income levels (i.e., for approximately 25 percent of the clients in the $10,500 and above level). The income guidelines specify that a non-farm family of 11 members could be eligible for ETS with an income of $10,400, with an added $700 allotted for each additional family member.

E. Number of Client Contacts

Table 6.16 provides a distribution of the number of contacts occurring between the 1973-74 program year clients and the ETS staff between 1 July 1973 and 31 March 1974. These client data were collected in some projects during the months of May and June. However, a 31 March 1974 cut-off date was used in computing the number of client contacts, although the datings of the post-31 March contacts were only approximates in most cases. It should be noted that the number of contacts reflected in these tables can be misleading because of the date of the initial client contact varies considerably among clients; that is, the initial contact for some clients might have occurred in July 1973 whereas for others it may have occurred in mid-March 1974. Also, since additional contacts would be made with some of the clients after the 31 March cut-off date, these data underestimate the number of client contacts occurring during an entire program year.

The table reflects a large variation in the number of contacts which 1973-74 program year clients had had with ETS staff members. About one-sixth of the clients had had only one contact with ETS; about half the clients had had two to five contacts with ETS; and about one-third had had six or more contacts.

III. SUMMARY

Descriptive data were collected on a sample of 1,837 ETS clients for the 1973-74 program year. These descriptive client data were collected from the files and staffs of a sample of 20 ETS projects by RTI site-visit-team members. All results derived from these data were weighted to represent estimates of the nationwide ETS population.

The primary purpose for collecting these data was to obtain descriptive data on the characteristics of the nationwide ETS client population before entry into the program. As a secondary purpose, it was hoped that these client descriptive data would provide insights into the disposition of ETS clients after entry into the program. The achievement of these purposes--especially the secondary purpose--was limited by three factors, each of which had an adverse effect on the quality of the data: (a) inconsistency in the extent and type of client data available within and across projects; (b) the vague and varying definitions of ETS clients used by ETS projects; and (c) the timing of the site visits during which the descriptive data were collected.

The type and extent of client descriptive data that were available from project files suggest a critical need to delineate the client-related data required by ETS decision-makers at the project, USOE region, and national levels, and to establish procedures for collecting and maintaining the required data. Basic descriptive data as client's age, sex, ethnicity, and grade level were generally available in project files. Client-related data critical to determining and documenting a client's eligibility for ETS, his application for and attainment of financial aid or postsecondary admission, his strengths and weaknesses, and his continuation in postsecondary education were often incomplete or missing.

The data provided a general description of the ETS client population at the time of their initial entry into ETS. Approximately 40 percent of the ETS clients were black, and nearly all had never been married. Approximately two-thirds of the clients were ages 17 or 18, and about two-thirds were enrolled in grade 12. More females than males were ETS clients. Most clients were not employed, but most of those who were employed earned less than $3,000 per year. About half of the ETS clients were classified as coming from families with incomes of less than $6,000 in 1973 (before taxes), while about a quarter of the clients came from families which earned $6,000 or more. A small proportion, roughly 10 percent, came from families which earned $9,000 or more. (Family income data were not available for about one-sixth of the clients.) For most clients, ETS was the first special educational assistance received.

A majority of the ETS clients (about four-fifths) were reported to be eligible for ETS services by virtue of low income and related criteria. For a little more than one-third of the clients, use of the criterion of cultural and/or geographic isolation was reported. The criterion of having "exceptional potential for postsecondary education" was reportedly used for less than one-third of the clients.

With respect to the number of contacts which the 1973-74 program year clients had had with ETS staff members between 1 July 1973 and 31 March 1974, about one-sixth of the clients had had only one contact with ETS, about one-half the clients had had two to five contacts with ETS, and about one-third had had six or more contacts.

Table 6.1

APPROXIMATE STANDARD ERRORS OF ESTIMATED PERCENTAGES[1/]

Row	Estimated Percentage	Estimated Standard Error (in percentage points)	
		A	B
1	5 or 95	4.0	2.3
2	10 or 90	5.5	3.1
3	15 or 85	6.5	3.7
4	20 or 80	7.3	4.2
5	25 or 75	7.9	4.5
6	30 or 70	8.4	4.8
7	35 or 65	8.7	5.0
8	40 or 60	9.0	5.1
9	45 or 55	9.1	5.2
10	50	9.2	5.2

[1/] This table contains estimates of approximate standard errors applicable to the majority of estimated percents contained in Tables 6.2 through 6.16. The table was constructed to provide a general order of the magnitude of the sampling errors of estimated percentages, and is based on the results of a number of different sampling error calculations. The estimated sampling errors that were computed for the selection of individual items, and the formulas and procedures used in the calculations are detailed in Appendix D.

While the table is specifically applicable to percents based on the entire sample, it may also be used to obtain rough measures of the magnitude of the sampling errors of percentages based on major subgroups.

To use the table to determine the approximate sampling error for an estimated percentage one must first identify the appropriate row to use. Select the row which most nearly corresponds to the value of the estimated percentage. Row 1 would be used for estimated percentages near 5% or 95%, row 2 for estimated percentages near 10% or 90%, etc. Next, one must identify the appropriate column to use. Footnotes on each individual table indicate whether column A or column B is the appropriate one to use. In general, use:

1) Column A: (a) when the estimated percent refers to the presence or absence of project file information or
(b) when the estimated percentage refers to ethnic characteristics of current ETS clients.

2) Column B: for other estimated percents, that is, for an estimated percent that relates to a non-ethnic descriptive characteristics of current ETS clients.

- continued -

Table 6.1 (continued)

1/ (continued)

The entry in the cell identified by the appropriate row and column is the approximate standard error (in percentage points) of the estimated percentage.

For example, to determine the approximate standard error of the estimated 47 percent value found in Table 6.2 as the percentage of current ETS clients for whom work status at intake information exists in the project files, one would first identify row 9 as the appropriate row. Row 9 is selected because the figure 47 percent is closer to the 45 percent of row 9 than to any other percent listed in the row headings of Table 6.1. Column A is selected as the appropriate column, because footnote 2 on Table 6.2 specifies that this is the appropriate column. Even without such an indication, column A would have been selected because the estimate refers to the presence or absence of project file information. Using row 9 and column A, the approximate standard error of the estimated 47 percent is found to be 9.1 percentage points.

Table 6.2

PERCENT OF CLIENTS FOR WHOM GENERAL DESCRIPTIVE DATA WERE AVAILABLE FROM PROJECT FILES AND/OR FROM PROJECT STAFF[1][2]

Type of Descriptive Data	Percent of Clients for Whom Descriptive Data Were Available From:		Total Percent For Whom Data Were Available
	Project Files	Project Staff[3]	
1. Age at intake.[4]	89*	8	97
2. Sex.	92*	5	97
3. Ethnicity.	89*	11	100
4. Marital status at intake.	65*	31	96
5. Work status at intake.	47*	47	94
6. Type of work (if employed) at intake.[5]	35	37	72
7. Approximate client income (before taxes) in 1973.	41*	30	71
8. Approximate family income (before taxes) in 1973.	74*	9	83
9. Source of family income.	40*	36	76
10. Grade level at intake.	84*	10	95
11. Highest grade level completed at intake.	84*	12	96
12. Year client graduated from high school (if graduated at intake).[6]	71	13	84
13. Transcripts.	20*	NA	20
14. Letters of recommendation.	10*	NA	10
15. PSAT scores.	3*	NA	3
16. SAT scores.	9*	NA	9
17. ACT scores.	10*	NA	10
18. Other achievement scores.	6*	NA	6
19. Aptitude scores.	6*	NA	6
20. Financial aid applications.[7]	35*	NA	35
21. Parent's Confidential Statement.[7]	33*	NA	33
22. Autobiography.	10	NA	10
23. Anecdotal records.	37	NA	37

- continued -

Table 6.2 (continued)

Type of Descriptive Data	Percent of Clients for Whom Descriptive Data Were Available From: Project Files	Project Staff[3/]	Total Percent For Whom Data Were Available
24. At intake, whether or not lived in (or on):			
a) Model Cities Area.	20	66	86
b) Urban Renewal Area.	5	77	82
c) Federal Housing Project.	5	76	81
d) Indian Reservation.	10	86	96
e) Farm.	31	62	93
25. Criteria used to determine eligibility:			
a) Low Income.	36	63	99
b) Cultural or Geographic Isolation.	27	70	97
c) Exceptional Potential.	14	74	88
d) Other Criteria.	13	77	90

[1/] Unless noted otherwise, percents are based on 68,035, the estimated number of clients in the population.

[2/] The general magnitude of the sampling error of an estimated percentage presented in this table may be found by using the appropriate row of column A of Table 6.1.

[3/] For types of descriptive data (e.g., transcripts, test scores, and application forms) which could only be obtained from project files an "NA", meaning "not applicable," was entered in the column labeled "Project Staff."

[4/] "Intake" means time of initial contact with or entry into ETS.

[5/] Percents are based on 10,923, the estimated total number of ETS clients for whom employment information was available and who were employed.

[6/] Percents are based on 10,555, the total number of ETS clients for whom graduation status could be determined and who had graduated.

[7/] Percents are based on 39,466, the estimated total number of clients who applied for financial aid.

* An estimate of the standard error of the value was calculated and may be found in Table D.2 of Appendix D.

Table 6.3

NUMBER AND PERCENT OF CLIENTS FOR WHOM FOLLOW-UP DATA REGARDING CLIENT'S ENTRY INTO SELECTED ACTIVITY STATES ARE MAINTAINED IN PROJECT FILES[1]

Activity State	Number of Clients ELIGIBLE to Enter Activity State	Number of Clients Who Entered Activity State	Of those CLIENTS ENTERING Activity State, Percent Who Had Supportive Data in Files[2]
1. Client applied for financial aid after entering ETS.	50,460	39,466	92
2. Client received financial aid after entering ETS.	39,466	15,335	54
3. Client dropped out of a secondary or postsecondary program after entering ETS.	50,414	1,595	43
4. Client applied for entry into any postsecondary institution after entering ETS.	51,986	41,939	93
5. Client, after entering ETS, applied for entry and was accepted in one or more postsecondary institutions.	41,939	31,660	77
6. Client began studies in a post-secondary institution after entering ETS.	39,198	10,170	72
7. Client entered a Special Services program after entering ETS.	42,751	2,719	21

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[1] All questions relate to status of client in 1973-74 program year files at time of site visit, which varied by projects from mid-March to late June 1974.

[2] The general magnitude of the sampling error of an estimated percent presented in this column may be found by using the appropriate row of column A of Table 6.1.

Table 6.4

PERCENT OF CLIENTS IN AGE, SEX, AND MARITAL STATUS CATEGORIES
BY MAJOR ETHNIC GROUPS
(Expressed as percents of a total estimate of 68,035 clients)

Client Characteristic	Ethnicity								Total Percent3/
	Black	American Indian	Oriental	Mexican American	Puerto Rican	Other Spanish	White	Not Available	
Age at intake:1/									
No information	2	1	0	0	0	0	0	0	4
12 to 16	4	7	0	1	0	0	1	0	14*
17 to 18	26	10	0	10	0	0	15	0	63
19 +	9	4	0	6	0	0	1	0	19*
TOTAL2/	41*	22*	0	17*	1	0	17*	0	100
Sex:									
No information	1	1	0	1	0	0	0	0	3
Male	16	10	0	8	1	0	7	0	42
Female	25	12	0	8	0	0	10	0	56*
TOTAL2/	41*4/	22*4/	0	17*	1	0	17*	0	1004/
Marital status at intake:									
No information	1	0	0	1	1	0	1	0	4
Single	39	21	0	15	0	0	16	0	91
Married	1	1	0	1	0	0	0	0	4
Divorced or separated	1	0	0	0	0	0	0	0	2
TOTAL2/	41*4/	22*	0	17*	1	0	17	0	1004/

- continued -

Table 6.4 (continued)

Footnotes

1/ "Intake" means at time of initial contact with or entry into ETS.

2/ The general magnitude of the sampling error of an estimated percent presented in this row may be found by using the appropriate row of column B of Table 6.1.

3/ The general magnitude of the sampling error of an estimated percent presented in this column may be found by using the appropriate row of column B of Table 6.1.

4/ Percents do not add to 100 because of rounding error.

* An estimate of the standard error of the value was calculated and may be found in Table D.2 of Appendix D.

Table 6.5

PERCENT OF CLIENTS IN AGE, SEX, AND MARITAL STATUS CATEGORIES WITHIN EACH OF THE FOUR MAJOR ETHNIC GROUPS

Age, Sex, and Marital Status	Ethnic Group				All Ethnic Groups[2/]
	Black (n=28,216)	American Indian (n=14,946)	Mexican American (n=11,548)	White (n=11,839)	
Age at intake:[1/]					
No information.	5	3	1	2	4
12 to 16	10	33*	4	7	14*
17 to 18	64	46	59	87	63
19 +	21	17	36	6	19*
TOTAL	100	100[3/]	100	100[3/]	100
Sex:					
No information	3	4	4	0	3
Male	37	43	49	41	42
Female	60	53	47*	59	56*
TOTAL	100	100	100	100	100[3/]
Marital status at intake:					
No information	2	1	3	5	4
Single	93	95	88	90	91
Married	3	4	6	3	4
Divorced or separated	2	0	3	2	2
TOTAL	100	100	100	100	100[3/]

- continued -

Table 6.5 (continued)

Footnotes

1/ "Intake" means at time of initial contact.

2/ The general magnitude of the sampling error of an estimated percent presented in this column may be found by using the appropriate row of column B of Table 6.1.

3/ Percents do not add to 100 because of rounding error.

* An estimate of the standard error of this value was calculated and may be found in Table D.2 of Appendix D.

Table 6.6

PERCENT OF CLIENTS BY TYPE OF RESIDENCE AT TIME OF INITIAL CONTACT
(All percents are based on 68,035,
the estimated total number of clients)

Residence Areas	Did client reside in area at time of initial contact with ETS?[1]		
	Yes[2]	No	No Information
Federal Housing Project	6	76	18
Indian Reservation	6	89	5
Farm	14	79	7
Model Cities Area	14	73	13
Urban Renewal Area	10	72	18

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[1] Any client could have resided in more than one of the listed areas (e.g., in a federal housing project and in a model cities area).

[2] The general magnitude of the sampling error of an estimated percent presented in this column may be found by using the appropriate row of column B of Table 6.1.

Table 6.7

CLIENT AND FAMILY 1973 INCOME (BEFORE TAXES)
(All percents are based on 68,035,
the estimated total number of clients)

Before Taxes Income in 1973	Estimated Number of Clients	Percent of Total[1]
Client Income:		
Not available	19,570	29
No income	32,457	48
$1 - $2,999	13,256	20
$3,000 - $5,999	1,882	3
$6,000 - $7,499	548	1
$7,500 and higher	322	0
TOTAL	68,035	100[2]
Family Income:		
Not available	11,206	16
No income	940	1
$1 - $2,999	13,758	20
$3,000 - $5,999	25,211	37
$6,000 - $7,499	7,987	12*
$7,500 - $8,999	3,731	6*
$9,000 - $10,499	2,659	4*
$10,500 - $11,999	852	1*
$12,000 - $13,499	581	1*
$13,500 and higher	1,110	2*
TOTAL	68,035	100

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[1] The general magnitude of the sampling error of an estimated percent presented in this column may be found by using the appropriate row of column B of Table 6.1.

[2] Percents do not add to 100 because of rounding.

* The standard error of the estimated 26 percent of clients reported to have a family income of $6,000 or more was computed and is presented in Table D.2 of Appendix D.

Table 6.8

CLIENT EMPLOYMENT STATUS AT TIME OF INITIAL CONTACT
(All percents are based on 68,035,
the estimated total number of clients)

Employment Status	Percent of Clients by Status[1]
No information	6
Unemployed	78
Employed full-time	7
Employed part-time	6
Employed but not determined whether full- or part-time	2
TOTAL	100[2]

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[1] The general magnitude of the sampling error of an estimated percent presented in this column may be found by using the appropriate row of column B of Table 6.1.

[2] Percents do not add to 100 because of rounding.

Table 6.9

TYPE OF EMPLOYMENT FOR THOSE ETS CLIENTS WHO WERE EMPLOYED AT TIME OF INITIAL CONTACT

(All percents are based on 10,923, the estimated total number of clients who were employed at time of initial contact)

Type of Work	Percent of Clients by Type of Work[1/]
No information	28
Laborer or service worker	49
Craftsmen or foremen	4
Office or sales worker	17
Manager, owner, professional or technical worker	2
Full-time homemaker	0
TOTAL	100

[1/] The general magnitude of the sampling error of an estimated percent presented in this column may be found by using the appropriate row of column B of Table 6.1.

Table 6.10

PERCENT OF CLIENTS WHO RESIDED IN FEDERAL HOUSING, FARMS, MODEL CITIES, URBAN RENEWAL AREAS, AND INDIAN RESERVATIONS AT TIME OF ENTRY INTO ETS BY FAMILY INCOME LEVELS

(Percents in each column are based on column totals)

Type of Residence at Intake1/	Family 1973 "Before Taxes" Income				Total2/
	Information Not Available (n=11,207)	Less Than $3,000 (n=14,610)	$3,000-$6,000 (n=25,211)	$6,000+ (17,010)	
Federal Housing	9	14	5	2	6
Indian Reservation	5	2	8	8	6
Farm	2	16	19	13	14
Model Cities Area	27	22	7	10	14
Urban Renewal Area	13	13	8	8	10

1/ These locations are not mutually exclusive, e.g., a client might live in Federal Housing on an Indian Reservation.

2/ The general magnitude of the sampling error of an estimated percent presented in this column may be found by using the appropriate row of column B of Table 6.1.

Table 6.11

EDUCATIONAL STATUS OF ETS CLIENTS AT TIME OF INITIAL CONTACT:
PERCENT ENROLLED IN EACH GRADE LEVEL OR PROGRAM TYPE AND
PERCENT HAVING COMPLETED EACH GRADE LEVEL OR PROGRAM TYPE
(All percents are based on 68,035,
the estimated total number of clients)

Grade Level or Program Type	Enrollment and Completion Status	
	Grade Level Enrolled at Time of Initial Contact[1]	Highest Grade Completed at Time of Initial Contact[1]
No grade level information available.	5	4
Not enrolled.	14**	No information
7th grade or less.	2*	4
8th grade.	1*	2
9th grade.	2*	3
10th grade.	2*	7
11th grade.	7*	64
12th grade.	63	11
General Educational Development or High School Equivalency Program.	1	2
Adult Basic Education.	0	No information
Postsecondary.	3	NA[2]
One year postsecondary.	NA[2]	2
Two years or more postsecondary.	NA[2]	1
TOTAL	100	100

[1] The general magnitude of the sampling error of an estimated percent presented in this table may be found by using the appropriate row of column B of Table 6.1.

[2] An NA (not applicable) is entered here because, for enrollment status, data were collected on whether the client had enrolled in a postsecondary program; whereas for completion status, data were collected on whether the client had completed one-year, or two-years or more of postsecondary education.

* The standard error of the estimated 14 percent of the clients reported to be in grade 11 or less at the time of intake was calculated and may be found in Table D.2 of Appendix D.

** Approximately 11 percent had completed high school and approximately 3 percent had not.

Table 6.12

PERCENT OF ETS CLIENTS BY GRADE LEVEL AT TIME OF ETS ENTRY WITHIN FOUR MAJOR ETHNIC GROUPS
(Percents are based on number of clients in each ethnic group)

Grade Level Enrolled at Intake	Ethnic Group				Total for All Groups[1/]
	Black (n=28,216)	American Indian (n=14,947)	Mexican-American (n=11,547)	White (n=11,838)	
No information available.	6	8	3	2	5
Not enrolled.	19	7	18	5	14
9th grade or less.	0	20	2	0	5*
10th or 11th grade.	7	17	9	4	9*
12th grade.	64	47	60	88	63
GED, ABE, or similar program.	1	0	0	1	1
Postsecondary.	3	2	7	0	3
TOTAL	100	100[2/]	100[2/]	100[2/]	100

[1/] The general magnitude of the sampling error of an estimated percent presented in this table may be found by using the appropriate row of column B of Table 6.1.

[2/] Percents do not add to 100 because of rounding error.

* The standard error of the estimated percent of clients enrolled in grades 7 through 11 was calculated and is presented in Table D.2 of Appendix D.

Table 6.13

PERCENT OF ETS CLIENTS HAVING PARTICIPATED IN OTHER SPECIAL PROGRAMS FOR THE DISADVANTAGED PRIOR TO INITIAL ETS CONTACT

(All percents are based on 68,035,
the estimated total number of ETS clients)

Program Name	Status of Client Participation[1] Percent of Clients for Whom Information was Unavailable[2]	Percent of Clients Who Participated[3]	Percent of Clients Who Did Not Participate[3]
Upward Bound	10	2	88
College Readiness	8	1	91
College Bound	8	0	92
Aspira	8	0	92
Project Opportunity	8	0	92
Educational Opportunity	8	0	92
Project Access	8	0	92
A Better Chance	8	0	92
Co-Op Vocational Education	8	1	91
High School Vocational Education Work-Study	9	0	91
Neighborhood Youth Corps	16	5	79
Other	18	6	76

[1] Participation in these programs is not mutually exclusive (e.g., any client could have participated in both Upward Bound and Neighborhood Youth Corps).

[2] The general magnitude of the sampling error of an estimated percent presented in this column may be found by using the appropriate row of column A of Table 6.1.

[3] The general magnitude of the sampling error of an estimated percent presented in this column may be found by using the appropriate row of column B of Table 6.1.

Table 6.14

PERCENT OF CLIENTS FOR WHOM VARIOUS TYPES OF ELIGIBILITY CRITERIA WERE USED

(All percents are based on 68,035, the estimated total number of ETS clients)

Eligibility Criterion Used[1]	Number and Percent of Clients For Whom Each Eligibility Criterion Was Used		Number and Percent of Clients For Whom Eligibility Information Was Not Available	
	Number of Clients	Percent of Clients[2]	Number of Clients	Percent of Clients[3]
Low income and related criteria.	55,261	81*	586	1
Cultural or geographic isolation.	25,116	37	2,151	3
"Exceptional Potential".	18,871	28	7,439	11
Other criteria.	4,382	6	6,662	10

[1] These eligibility criteria are not mutually exclusive; e.g., a client could have been selected on the basis of both low income and "exceptional potential."

[2] The general magnitude of the sampling error of an estimated percent presented in this column may be found by using the appropriate row of column B of Table 6.1.

[3] The general magnitude of the sampling error of an estimated percent presented in this column may be found by using the appropriate row of column A of Table 6.1.

* An estimate of the standard error of this value was calculated and may be found in Table D.2 of Appendix D.

Table 6.15

TYPE OF CRITERIA USED TO DETERMINE CLIENT ELIGIBILITY BY FAMILY INCOME
(Expressed as percents of clients in each income level)

	Family 1973 "Before Taxes" Income						
Eligibility Criteria Used[1/]	No Income (n=940)	Less Than $3,000 (n=13,758)	$3,000-$5,999 (n=25,211)	$6,000-$7,499 (n=7,987)	$7,500-$8,999 (n=3,731)	$9,000-$10,499 (n=2,659)	$10,500-above (n=2,543)
Low income and related criteria.	85	96	94	76*	62*	48*	27*
Cultural or geographic isolation.	18	31	42	41	48	43	63
"Exceptional Potential".	46	29	30	33	35	26	39
Other criteria.	14	6	3	7	5	10	13

[1/] These eligibility criteria are not mutually exclusive; e.g., a client could have been selected on the basis of both low income and "exceptional potential."

* The standard error of the estimated 61 percent of clients reported to have family income $6,000 and over who were selected because of low income and related criteria was computed and may be found in Table D.2 of Appendix D.

Table 6.16

DISTRIBUTION OF NUMBER OF CONTACTS BETWEEN CLIENT AND ETS STAFF AS OF 31 MARCH 1974 FOR 1973-74 PROGRAM YEAR CLIENTS

(All percents are based on 68,035,
the estimated total number of ETS clients)

Number of Contacts	Percent of Clients[1/]
1	14*
2	17
3	12
4-5	21
6-7	9**
8-12	12**
13 or more.	9**
Information on client contacts not available.	6
Total Percent	100

[1/] The general magnitude of the sampling error of an estimated percent presented in this table may be found by using the appropriate row of column B of Table 6.1.

* An estimate of the standard error of this value was calculated and may be found in Table D.2 of Appendix D.

** The standard error of the estimated 30 percent of clients reported to have had six or more contacts was calculated and is presented in Table D.2 of Appendix D.

Chapter 7

The Status of ETS Clients Reported As Beginning Postsecondary Education

I. INTRODUCTION

A. Purposes

This component of the ETS study was designed to explore the following questions concerning those students reported by ETS project directors as having begun studies at a postsecondary institution between 1 July 1973 and 31 December 1973:

1) What percent of these clients actually enrolled in the postsecondary institutions specified by project directors?
2) In which types of postsecondary institutions did these students enroll? That is, did they enroll in:
    a) Public or private schools?
    b) Two-year, four-year, or other types of postsecondary schools, such as business, vocational, or technical schools?
    c) Public two-year, public four-year, private two-year, private four-year, or other types of schools?

In achieving the basic goals outlined above, insights were provided into differences in the percent of clients actually enrolling, and the percent still enrolled in the spring across institutional types. In addition, the process of collecting these postsecondary data revealed problems with the nature and quality of the postsecondary enrollment figures reported by project directors to USOE in Section IV.A.1 (Number of Clients Who Began Studies at a Postsecondary Institution Since 1 July 1973) of OE Form 1231.

B. Overview of Methodology

The study of ETS clients who entered postsecondary institutions between 1 July and 31 December 1973 involved the verification of actual enrollment by college registrars for a sample of clients from 25 ETS projects. A brief overview of the sampling and data collection procedures used in this study is provided below. Response rates for this study will be provided at the end of this section. See Appendix D for a detailed description of sampling strategies and Appendix E for a detailed discussion of data collection and data processing procedures.

From the population of 111 ETS projects funded for fiscal year 1973 and located in coterminous United States, a random sample of 25 projects was selected. (Included in this sample of 25 projects were the 20 site-visited projects--see Chapter 2.) The data to be collected from these 25 projects pertained to clients who were reported by the projects to have enrolled in a postsecondary institution during the period 1 July 1973 to 31 December 1973. Each of these projects provided RTI with a list of their clients who enrolled during the specified period. Such a list was obtained from 24 of 25 projects. (One project was new and had no such clients.) From each of the lists obtained, a systematic random sample of approximately 100 clients was selected. If fewer than 100 clients were listed on the form, all listed clients were selected for follow-up.

Data collection procedures for this study involved a two-step mail survey: (1) collecting, from each of a sample of 25 projects, lists of all their clients who enrolled in a postsecondary institution during the specified period and the name of the institution in which they enrolled; and (2) requesting the registrar of each institution to verify whether or not the client did enroll during the specified period and to indicate the client's enrollment status in the late spring of 1974. In early January 1974, all 25 sample projects were requested by mail to list all of their clients who had begun studies in postsecondary institutions between 1 July and 31 December 1973. A form was provided which included space for the client's name, age, sex, and the name of the institution in which he had enrolled.

At RTI, approximately 100 clients were selected from each project list. These lists of sampled clients were then sorted by institution and listed on a form to be sent to the registrar of each institution. In early May, these forms were mailed to the registrars, who were asked to verify each client's enrollment status and to provide certain other information. One mail follow-up was made in late August to non-responding institutions in an effort to obtain the missing lists.

The response rates for this study are as follows:

1) Responses were obtained from 426 of 453 college registrars, giving an institutional response rate of 93 percent.

2) Enrollment verification data were obtained for 1,793 of 2,060 listed postsecondary enrollees, giving a client response rate of 87 percent.

The client response rate is lower than the institution response rate because some of the responding postsecondary institutions had large numbers of listed enrollees.

C. Limitations of the Data

Several problems with the quality of the data limit the extent to which they can be used to describe ETS postsecondary enrollment. These limitations which are described below must be taken into consideration when interpreting results presented in the remainder of the chapter.

1) The first limitation of the data is that they cannot be used to compute a "meaningful" ratio of postsecondary enrollments to the number of clients in the program, using as the base the number of ETS clients during the period 1 July to 31 December 1973 as reported on the OE Form 1231 Interim Statistical Report. The four reasons for this particular limitation are:

    a) If a client did not enroll in the specific institution in which he was reported to have been enrolled by the project director, no attempt was made to determine if the client had in fact enrolled in a different institution. To the extent that clients enrolled in institutions other than those reported by directors, the postsecondary entry rates are underestimates.

    b) In reporting postsecondary enrollments on OE Form 1231 for program year 1973-74, projects are allowed to count last year's clients who began their studies since 1 July 1973.

    c) Although the degree of contact a client should have with the project before he can be counted and reported as a client is specifically defined on USOE Form 1231, all project directors do not adhere to this definition when reporting on clients served (e.g., in some cases they count clients with only one contact instead of the specified two or more contacts). Thus, the definition of current clients varies among projects.

d) When listing their postsecondary enrollees for the period of 1 July to 31 December 1973, projects used a variety of definitions for determining which of their clients could be counted as postsecondary enrollees. For instance, some projects listed only beginning freshmen whereas others also listed transfers, reentering dropouts, and students returning for their second, third, or fourth year of postsecondary education.

2) A second limitation of the data is that they cannot be used to produce attrition rates for ETS clients for the first year of postsecondary education. This is not possible because of the problem discussed in c above (e.g., dropouts and transfer students are included as well as beginning freshmen) and because of the fact that the postsecondary clients in the survey could have entered the institution any time between 1 July and 31 December 1973.

3) A third limitation is that no attempt was made to follow up on dropouts to determine whether they remained dropouts or later returned to school, or to follow up on transfer students to verify that they did in fact transfer.

4) Finally, academic performance data (client grade point averages in the institution) cover different time periods and numbers of credit hours. Thus, these data can only provide the most general estimates of how ETS clients perform in postsecondary institutions.

The most problematic of these limitations is that specified in 1.d above, the variety of types of clients included by project directors on the lists of postsecondary enrollees (e.g., freshmen, dropouts, and transfers). Unfortunately, the problem of the types of enrollees included on the list was discovered during the late spring site visits to selected projects (refer to Chapter 2), after the lists had already been mailed to (and in some cases already returned by) the registrars.

It was assumed at the time the lists were received from the sample projects that all listed clients were entering freshmen. While it would have been possible to contact the projects to determine which clients were not entering freshmen and to delete them from the lists mailed to the registrars, such an attempt to correct these and the other errors in the listings was deemed unfeasible due to the added costs, delay in time schedules, and the extensive involvement from sample ETS project staff that would have been necessary. Instead RTI attempted, through telephone calls to the projects, to determine whom they had included on the lists provided RTI. As a result of this effort, all clients were placed in one of the following three project categories, depending upon the type of data received from the project:

1) Freshmen Only: Of the 24 selected projects that had placed clients in a postsecondary institution,[1] 10 sent RTI a listing of only their clients who first entered college between 1 July and 31 December 1973. Clients from these projects were assigned to the "freshmen only" category.
2) Freshmen, Dropouts, and Transfers: Ten projects sent RTI a listing of all their clients, regardless of previous educational status, who entered college between 1 July and 31 December 1973. These listings include entering freshmen, transfer students, continuing students, and returning dropouts. All clients from these 10 projects were assigned to this category.
3) Insufficient Listing: This category includes four projects that sent RTI a selective subsample of their clients who entered postsecondary institutions between 1 July and 31 December 1973. In two cases the project mistakenly thought that only a list of 100 postsecondary enrollees was desired and thus selected only 100 clients (one did so by selecting the first 100 in the file; the other selected some clients from each of the postsecondary institutions to which they sent clients). A third project selected only those postsecondary enrollees who

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[1] One of the 25 projects in the sample was new and had not yet placed any clients in a postsecondary institution.

had received full scholarships. Finally, the fourth project did not know which of their postsecondary enrollees it had chosen to list. All clients from these four projects were assigned to this category.

Clients were classified by these three categories so that each of the three data sets could be analyzed separately for any biases which might preclude their aggregation.

The results and predicted sampling errors for this "postsecondary" component of the ETS study are presented in the next section of this chapter. Section III provides a summary of results.

II. RESULTS

A. General

All results presented in this chapter are weighted to represent estimates of the entire population; that is, the results are estimates of what would have been obtained had the enrollment status of the entire population of postsecondary enrollees been verified instead of approximately 100 clients from each of 25 projects.

As indicated in the previous chapter, data collected from a sample selected from the entire population are subject to sampling error. Sampling error is a measure of the magnitude of the difference expected between the results obtained for the sample and those for the entire population. Since the results for the population are unknown, one estimates the population characteristics from the sample data and, in addition, estimates the expected sampling error. Using the measure of the expected sampling error, which is called the standard error, it is possible to establish a range of values within which the true population value can be expected to lie.

While the computation of standard error estimates are relatively simple for simple random samples, they become more complex and costly for more complex sample designs. The formulas used for such calculations must reflect the total complexity of the sample design, which was, in this case, a two-stage, stratified cluster random sample of ETS postsecondary clients.

In order to provide estimates of standard errors at a moderate cost, one often computes such estimates for only a selection of items, rather than for all items. The results are then averaged and used to construct a generalized table of standard errors, which can provide a general order of magnitude of the standard errors that apply to the estimated percentages presented. Such a procedure was followed in this case, and the generalized table of standard errors, together with instructions for its use, is presented as Table 7.1. (All tables, except for a few text tables that are noted, have been placed together at the end of the chapter for the reader's convenience.) The specific standard errors that were calculated, together with the formulas and procedures that were used, are presented in Appendix D.

There are footnotes on the individual tables (Tables 7.2 through 7.12) that indicate the values for which it is appropriate to use the generalized table. Additional footnotes on the tables specify the magnitude of the specific standard error that was computed, or refer the reader to the list of specific standard error results presented in Appendix D.

The method of using Table 7.1 is demonstrated in the following example. From Table 7.2, it can be seen that 16 percent of the ETS clients who were thought to have enrolled in a postsecondary institution were reported by that institution as having not enrolled. To determine the standard error of this estimated 16 percent, row 3 of Table 7.1 would be identified as the appropriate row to use. This is because the figure 16 percent is closer to the 15 percent listed for row 3 than to any other percent listed in the row headings of Table 7.1. Reading across, it can be seen that 4.1 percentage points is the appropriate standard error to use with the estimate 16 percent.

The standard error can be used to construct confidence limits for the estimated percent. If one were to construct an interval equal to two standard errors on either side of the estimated percent, one could say with 95 percent confidence that the true population value fell in that interval. (Here the term "true population" value refers to that value which would have been obtained if the entire defined population of

ETS projects and postsecondary clients had been included in the study, instead of just a sample of projects and clients). Thus, one could be 95 percent sure that the true population value, as defined above, would fall in the range 16% - 2(4.1%) and 16% + 2(4.1%) or between 8 percent and 24 percent (rounded to the nearest percent).[2]

The study results are presented in five separate subsections below, the first of which contains the analysis of the postsecondary client data reported by the three project categories; i.e., those projects which reported only freshmen, those which reported mixed groups, and those for whom it was impossible to determine what had been reported. The second subsection discusses the initial enrollment status of the clients; the third subsection covers their spring enrollment status. The circumstances under which clients left the postsecondary schools in which they were initially enrolled are presented in the fourth subsection. The fifth and final subsection provides some information about the clients' postsecondary academic performance.

B. A Brief Analysis of Results by Project Category

This section presents a postsecondary enrollment profile for each of the three project categories: freshmen only, mixed group, and insufficient listing. Tables 7.2, 7.3, and 7.4 present results on the initial enrollment status, the spring enrollment status, and the circumstances under which clients left school for each of the three project categories. In general, it is evident that the percents within each of Tables 7.2 (the percent of clients verified as initially enrolled) and 7.3 (the percent of those verified as enrolled who were still enrolled in the spring) are quite comparable across project categories. Similarly, in Table 7.4, the percents of clients no longer enrolled in the spring who dropped out or left under other circumstances were comparable across the three project categories.

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[2] If the sample selection and estimation procedure were repeated over and over again, 95 percent of the intervals so estimated would contain the true population value. It is on this basis that one can be 95 percent confident of the truthfulness of the statement about one such estimated interval.

Given the fairly comparable enrollment profiles shown in Tables 7.2, 7.3, and 7.4 it was decided to combine the three groups in the presentation of results. The reader must keep in mind, however, the different types of data involved and consider the possible biases introduced as a result.

C. Initial Enrollment Status of ETS Clients Reported as Beginning Postsecondary Education

Table 7.5 presents a summary of the initial enrollment status of the ETS clients who were reported by ETS project directors as beginning their postsecondary education between 1 July and 31 December 1973. Three status reports are reflected in this table: (1) the number of clients who did, in fact, enroll in the specific postsecondary institutions in which they were reported to have enrolled; (2) the number of clients who did not enroll in the specific postsecondary institutions in which they were reported to have enrolled; and (3) the number of clients for which it was not possible to determine whether or not the student had enrolled because the institution did not provide this information to RTI. These three status reports are presented by the type of institution in which the client was reported to have enrolled, i.e., a two-year public, two-year private, four-year private, four-year public, or another type of institution such as a vocational and technical school or program.

Table 7.5 shows that approximately 70 percent of the ETS clients reported as having enrolled in postsecondary institutions between 1 July and 31 December 1973 did actually enroll in the designated institutions during the specified period. Four-year public institutions were most popular, with the largest proportion (40 percent) entering this type of institution.

Table 7.6 presents initial enrollment status of clients within each of the five institutional types. The purpose of this analysis is to present any differences in the percent initially enrolling for different types of institutions. The relatively low enrollment rate for the "other" institutions is difficult to interpret because of the large number of clients for whom the initial enrollment status could not be determined. However, when those reported to have enrolled in public institutions are compared with those reported to have enrolled in private institutions, it appears that the percent of clients who actually did enroll in the private institution is slightly higher than the percent who actually did enroll in the public institution, 85 percent as compared with 70 percent. (See Table 7.6A below.)

When interpreting the results presented in Tables 7.5, 7.6, and 7.6A, the percent of clients for whom enrollment status could not be determined should be taken into consideration. For example, the percent of clients shown in Table 7.6A as having enrolled in a two- or four-year public institution (70 percent) have been increased significantly if the enrollment status of the other 14 percent of the clients could have been determined.

Table 7.6A

INITIAL ENROLLMENT STATUS OF ETS CLIENTS REPORTED AS BEGINNING PUBLIC OR PRIVATE POSTSECONDARY EDUCATION BETWEEN 1 JULY AND 31 DECEMBER 1973

	Type of Institution	
Initial Enrollment Status	Two-Year or Four-Year Public	Two-Year or Four-Year Private
Client enrolled	70%*	85%*
Client did not enroll	16%	13%
Enrollment status undetermined	14%	3%
TOTAL	100%	100%**

* The estimated standard errors were calculated to be

estimate	estimated standard error
70%	3.6%
85%	4.2%
85%-70%=15%	5.3%

See Appendix D for details on computation of standard errors.

** Percents do not add to 100 because of rounding error.

D. Spring 1974 Enrollment of Verified Initial ETS Enrollees

Tables 7.7 and 7.8 reflect the spring 1974 enrollment status of those ETS clients who were reflected in Tables 7.5 and 7.6 as having actually enrolled in a postsecondary institution between 1 July and 31 December 1973. Table 7.7 shows the percent of all clients still enrolled in the spring by type of institution in which client initially enrolled. Approximately three-quarters of the clients who initially enrolled were still enrolled in the spring. About one-quarter of those who initially enrolled were no longer still enrolled in the same institution in the spring of 1974. The largest percent of spring enrollees were in four-year public institutions.

Table 7.8 presents the same analysis as above except that results (percents) are computed within each institution type (e.g., the percent of those who initially enrolled in two-year public institutions, who were still enrolled in the spring). The enrollment and nonenrollment percents for the two-year private and "other" institutions have rather large associated standard errors because of their small sample sizes. They should be interpreted accordingly. If the ETS clients who enrolled in two-year public or private institutions are compared with those who enrolled in four-year public or private institutions, it appears that, in general, a higher proportion of students who initially enrolled in four-year institutions were still enrolled in the spring than were those who initially enrolled in two-year institutions. (See Table 7.8A.)

E. Circumstances Under Which ETS Clients Left Those Postsecondary Institutions in Which They Initially Enrolled

Tables 7.9 and 7.10 reflect the circumstances under which ETS clients who initially enrolled in a postsecondary institution between 1 July and 31 December 1973 left those institutions by the spring of 1974. The college registrars were asked to indicate, for the clients no longer enrolled in the spring, one of three circumstances under which the client could have left: (1) client dropped out; (2) client was dropped by the institution; or (3) client transferred to another institution.

Table 7.8A

SPRING 1974 ENROLLMENT STATUS OF ETS CLIENTS WHO WERE
VERIFIED AS ENROLLING IN TWO-YEAR OR FOUR-YEAR
POSTSECONDARY INSTITUTIONS BETWEEN 1 JULY AND 31 DECEMBER 1973

Spring 1974 Enrollment Status of ETS Clients	Type of Institution	
	Two-Year Public or Private	Four-Year Public or Private
Client still enrolled	62%*	76%*
Client not still enrolled	34%	20%
Client status undetermined	4%	3%
TOTAL	100%	100%**

* The estimated standard errors were calculated to be

estimate	estimated standard error
62%	6.5%
76%	2.0%
76%-62%=14%	7.4%

See Appendix D for details on computations of standard errors.

** Percents do not add to 100 because of rounding error.

Table 7.9 presents these results for all clients no longer enrolled, by type of institution. As indicated by these results, most clients who were no longer enrolled, dropped out under their own volition; relatively few left to transfer to other institutions or were dropped by the institution.

Table 7.10 presents the same analysis but shows the distribution of circumstances within each institution type. Given the limited cell size in this table it is difficult to make estimates about the differences across institution types.

F. Academic Performance (Grade Point Averages) of Clients Who Initially Enrolled

The registrars were also asked to indicate the grade point averages of those clients who had been, or still were, enrolled in their institutions.

Grade-point average information was unavailable for about one-third of verified enrollees. In many cases the registrars, especially those from four-year public institutions, indicated that they were not allowed to release such information without student permission.

Table 7.11 presents these data for all clients by institution type. While grades were fairly evenly distributed across grade point categories, the bulk of clients achieved a 2.0 or better average on a 4-point scale. Table 7.12 presents the same data except the results are computed within each institution type. In general, the distributions of grades achieved do not appear different across institution types.

III. SUMMARY

This chapter discussed the enrollment status of a sample of ETS clients reported as entering postsecondary institutions between 1 July and 31 December 1973. Certain limitations were placed on the data because of the varied interpretations used by ETS project directors in determining which clients they could include in their lists of postsecondary enrollees.

Of the approximately 20,000 clients (an estimate derived by weighting sample results) reported by project directors as enrolling in postsecondary institutions between 1 July and 31 December 1973, approximately three-quarters actually enrolled in the specific institutions in which they were reported to have enrolled. To the extent that students enrolled in institutions other than those reported by project directors, this actual enrollment rate is an underestimate. Most of these verified enrollments were in four-year public institutions.

While three-quarters of the clients were enrolled as reported, this figure is not constant across institution types. A higher percent of those clients reported by project directors as enrolling in private institutions were verified as actually enrolling (85 percent), as opposed to the percent verified as enrolling in public institutions (70 percent).

Approximately three-quarters of those clients who were verified as initially enrolled were still enrolled in the same institution in the spring of 1974. Within each institution type, the percent of clients still enrolled in the spring was higher in four-year than in two-year institutions.

Registrars of each institution were also asked to indicate, for those clients no longer enrolled, the circumstances under which the client left. Most of the clients who were no longer enrolled, dropped out of the institution of their own choice; few transferred to other institutions or were dropped by the institution.

The registrars were asked to provide grade point averages for all clients who initially enrolled. Grade point information was not available for many (approximately one-third) clients. Grade point averages were fairly evenly distributed, with most of the clients receiving grades in the 2.0 to 4.0 range.

Table 7.1

APPROXIMATE STANDARD ERRORS FOR ESTIMATED PERCENTAGES RELATING TO POSTSECONDARY ETS CLIENTS[1/]

Row	Estimated Percents	Standard Error (in percentage points)
1	5 or 95	2.5
2	10 or 90	3.4
3	15 or 85	4.1
4	20 or 80	4.6
5	25 or 75	4.9
6	30 or 70	5.2
7	35 or 65	5.4
8	40 or 60	5.6
9	45 or 55	5.7
10	50	5.7

[1/] This table contains estimates of approximate standard errors applicable to many of the estimated percents contained in Tables 7.2 through 7.12. The table was constructed to provide a general order of the magnitude of the sampling error of an estimated percentage and is based on the results of a number of different sampling error calculations. The estimated sampling errors that were computed for the selection of individual items and the formulas and procedures used in the calculations are detailed in Appendix D.

To use the table to determine the approximate sampling error associated with an estimated percentage, first identify the appropriate row to use. Select the row which most nearly corresponds to the value of the estimated percentage. Row 1 would be used for estimated percentages near 5% or 95%, row 2 for estimated percentages near 10% or 90%, etc. Next, read off the standard error listed for that row. For example, using Table 7.1, one can determine an approximate standard of the estimated 24% of ETS clients who were verified as having enrolled in a postsecondary institution but who were no longer enrolled in that institution in the spring of 1974 (see Table 7.3). Row 5 above is the appropriate row to use, because 24% is closer to the 25% value specified in the heading for row 5 than it is to the value in any other row heading. Reading across, the standard error is found to be 4.9 percentage points.

Table 7.2

INITIAL ENROLLMENT STATUS OF ETS CLIENTS REPORTED AS BEGINNING POSTSECONDARY EDUCATION BETWEEN 1 JULY AND 31 DECEMBER 1973 BY TYPE OF DATA RECEIVED FROM CLIENT'S PROJECT

(Expressed as percents of column totals)

Status of Client	Type of Project Data			Total[3] (n=21,159)
	Freshmen Only (n=12,111)	Mixed Group[1] (n=7,188)	Insufficient Listing (n=1,861)	
Client enrolled	72	66	78	71*
Client did not enroll	11	24	19	16
Client's status undetermined[2]	17	10	3	13
TOTAL PERCENT	100	100	100	100

[1] The mixed group includes clients from projects which listed entering freshmen, returning postsecondary dropouts, and transfer students.

[2] A client's status was undetermined if: (a) the institution in which he was reported to have enrolled did not return the verification form or (b) the institution responded but for some reason did not provide information on the client.

[3] The general magnitude of the standard error of an estimated percent presented in this column may be found by using Table 7.1.

* An estimate of the standard error of this value was calculated and may be found in Table D.3 of Appendix D.

Table 7.3

SPRING 1974 ENROLLMENT STATUS OF ETS CLIENTS WHO WERE VERIFIED AS ENROLLING IN POSTSECONDARY INSTITUTIONS BETWEEN 1 JULY 1973 AND 31 DECEMBER 1973 BY TYPE OF DATA RECEIVED FROM THE CLIENT'S PROJECT
(Expressed as percents of column totals)

	Type of Project Data			
Spring Status of Client	Freshmen Only (n=8,779)	Mixed Group[1/] (n=4,722)	Insufficient Listing (n=1,450)	Total[3/] (n=14,950)
Client still enrolled in spring 1974	72	71	81	72*
Client not still enrolled in spring 1974	24	26	18	24
Client status undetermined[2/]	4	3	1	4
TOTAL	100	100	100	100

[1/] The mixed group includes clients from projects which listed entering freshmen, returning postsecondary dropouts, and transfer students.

[2/] The client's spring enrollment status was classified as undetermined if the institution verified the client as initially enrolled but did not provide spring enrollment status information.

[3/] The general magnitude of the standard error of an estimated percent presented in this column may be found by using Table 7.1.

* An estimate of the standard error of this value was calculated and may be found in Table D.3 of Appendix D.

Table 7.4

CIRCUMSTANCES UNDER WHICH CLIENTS LEFT THOSE POSTSECONDARY INSTITUTIONS IN WHICH THEY HAD INITIALLY ENROLLED BY TYPE OF DATA RECEIVED BY CLIENT'S PROJECT

(Expressed as percents of column totals)

Circumstances of Client's Departure	Type of Project Data: Freshmen Only (n=2,225)	Mixed Group[1] (n=1,301)	Insufficient Listing (n=273)	Total[3] (n=3,800)
Client dropped out	67	67	78	68*
Client was dropped by institution	5	5	3	5
Client transferred	10	10	3	10
Circumstances undetermined[2]	18	19	15	18
TOTAL	100	100[4]	100[4]	100[4]

[1] The mixed group includes clients from projects which listed entering freshmen, returning postsecondary dropouts, and transfer students.

[2] The circumstances of the client's departure were classified as undetermined if the institution verified that the client was no longer enrolled in the spring 1974 but did not provide information on the circumstances surrounding the client's departure.

[3] The general magnitude of the standard error of an estimated percent presented in this column may be found by using Table 7.1.

[4] Percents do not add to 100 because of rounding error.

* An estimate of the standard error of this value was calculated and may be found in Table D.3 of Appendix D.

Table 7.5

INITIAL ENROLLMENT STATUS OF ETS CLIENTS REPORTED AS BEGINNING POSTSECONDARY EDUCATION BETWEEN 1 JULY AND 31 DECEMBER 1973 BY TYPE OF POSTSECONDARY INSTITUTION[1][2]

Status of Client	Percent of Clients by Type of Postsecondary Institution					Total Percents[5]
	2-Year Public	2-Year Private	4-Year Public	4-Year Private	Other[3]	
Client enrolled	14	2	40	14	2	71*
Client did not enroll	3	0	10	2	1	16
Undetermined[4]	1	0	9	0	2	13
TOTAL PERCENTS	18*	2	59*	16*	5	100

[1] Expressed as percents based on 21,159, the estimated total number of students reported as entering postsecondary institutions between 1 July and 31 December 1973.

[2] The general magnitude of the standard error of an estimated percent presented in this table may be found by using Table 7.1.

[3] Other institutions include vocational, technical, business, or other proprietary schools.

[4] A client's status was undetermined if: (a) the institution in which he was reported to have enrolled did not return the verification form or (b) the institution responded but for some reason did not provide information on the client.

[5] Row percents may not add to row totals because of rounding error.

* An estimate of the standard error of this value was calculated and may be found in Table D.3 of Appendix D.

Table 7.6

INITIAL ENROLLMENT STATUS OF ETS CLIENTS REPORTED AS BEGINNING POSTSECONDARY EDUCATION BETWEEN 1 JULY AND 31 DECEMBER 1973 BY TYPE OF INSTITUTION

(Expressed as percents of column totals)

	Percent of Clients Within Type of Institution					
Status of Client	2-Year Public (n=3,787)	2-Year Private (n=456)	4-Year Public (n=12,420)	4-Year Private (n=3,372)	Other[1] (n=1,125)	Total[3] (n=21,159)
Client enrolled	76*	85*	68*	84*	38	71*
Client did not enroll	18	10	16	13	19	16
Client status undetermined[2]	6	5	16	3	44	13
TOTAL	100	100	100	100	100[4]	100

[1] Other institutions include vocational, technical, business, or other proprietary schools.

[2] A client's status is undetermined if: (a) the institution in which he was reported to have enrolled did not return the verification form or (b) the institution responded but for some reason did not provide information on the client.

[3] The general magnitude of the standard error of an estimated percent presented in this column may be found by using Table 7.1.

[4] Column percents do not add to 100 because of rounding error.

* An estimate of the standard error of this value was calculated and may be found in Table D.3 of Appendix D.

Table 7.7

SPRING 1974 ENROLLMENT STATUS OF ETS CLIENTS WHO WERE VERIFIED AS ENROLLING IN A POSTSECONDARY INSTITUTION BETWEEN 1 JULY 1973 AND 31 DECEMBER 1973 BY TYPE OF POSTSECONDARY INSTITUTION[1]

Spring Status of Client	Percent of Clients Within Type of Institution					Total[3]
	2-Year Public	2-Year Private	4-Year Public	4-Year Private	Other[2]	
Client still enrolled	12	2	43	15	2	72*
Client no longer enrolled	7	1	12	3	1	24
Client status undetermined[4]	1	0	1	1	0	4[5]
TOTAL PERCENTS	20	3	56	19	3	100

[1] Expressed as percents based on 14,950, the total number of clients verified as having been enrolled between 1 July and 31 December 1973.

[2] Other institutions include vocational, technical, business, or other proprietary schools.

[3] The general magnitude of the standard error of an estimated percent presented in this column may be found by using Table 7.1.

[4] A client's status was undetermined if the registrar verified his initial enrollment but provided no information on his spring enrollment.

[5] Row percents do not add to 4 because of rounding error.

* An estimate of the standard error of this value was calculated to be approximately 1 percentage point (see Table D.3 of Appendix D).

Table 7.8

SPRING 1974 ENROLLMENT STATUS OF ETS CLIENTS WHO WERE VERIFIED AS ENROLLING IN POSTSECONDARY INSTITUTIONS BETWEEN 1 JULY 1973 AND 31 DECEMBER 1973 BY TYPE OF INSTITUTION IN WHICH CLIENT ENROLLED

(Expressed as percents of column totals)

Spring 1974 Status of Client	Percent of Clients Within Type of Institution					
	2-Year Public (n=2,881)	2-Year Private (n=389)	4-Year Public (n=8,416)	4-Year Private (n=2,843)	Other[1] (n=421)	Total[2] (n=14,950)
Client still enrolled	62*	65*	76*	77*	53	72*
Client not still enrolled	34	35	22	16	42	24
Client status undetermined[3]	4	0	2	7	5	4
TOTAL PERCENTS	100	100	100	100	100	100

[1] Other institutions include vocational, technical, business, or other proprietary schools.

[2] The general magnitude of the standard error of an estimated percent presented in this column may be found by using Table 7.1.

[3] A client's status was undetermined if the registrar verified his initial enrollment but provided no information on his spring enrollment.

* An estimate of the standard error of this value was calculated to be approximately 1 percentage point (see Table D.3 of Appendix D).

Table 7.9

CIRCUMSTANCES UNDER WHICH ETS CLIENTS LEFT THOSE POSTSECONDARY INSTITUTIONS IN WHICH THEY INITIALLY ENROLLED BY TYPE OF INSTITUTION[1]

	Percent of Clients by Type of Institution					
	2-Year Public	2-Year Private	4-Year Public	4-Year Private	Other[2]	Total[3]
Client dropped out	19	3	36	6	3	68*
Client was dropped by institution	1	0	1	2	0	5
Client transferred	4	0	4	1	0	10
Undetermined[4]	3	0	12	3	1	18
TOTAL PERCENTS	27	3	53	11	4	100[5]

[1] All percents are based on 3,741, the estimated total number of clients verified as having enrolled in a postsecondary institution between 1 July and 31 December 1973 but who were no longer enrolled in the spring 1974.

[2] Other institutions include vocational, technical, business, or other proprietary schools.

[3] The general magnitude of the standard error of an estimated percent presented in this column may be found by using Table 7.1.

[4] The circumstances were undetermined if the registrar verified that the client was no longer enrolled in the spring but did not include the reason.

[5] Percents do not add to 100 because of rounding error.

* An estimate of the standard error of this value was calculated to be approximately 1 percentage point (see Table D.3 of Appendix D).

Table 7.10

CIRCUMSTANCES UNDER WHICH ETS CLIENTS LEFT THOSE POSTSECONDARY INSTITUTIONS IN WHICH THEY INITIALLY ENROLLED BY TYPE OF INSTITUTION
(Expressed as percents of column totals)

	Percent of Clients by Type of Institution					
Circumstance	2-Year Public (n=1,004)	2-Year Private (n=136)	4-Year Public (n=2,006)	4-Year Private (n=459)	Other[1] (n=195)	Total[2] (n=3,800)
Client dropped out	72	82	68	51	78	68*
Client was dropped by institution	3	5	3	19	7	5
Client transferred	15	11	8	5	4	9
Circumstances undetermined[3]	11	0	21	25	11	18
TOTAL PERCENTS	100[4]	100[4]	100	100	100	100

[1] Other institutions include vocational, technical, business, or other proprietary schools.

[2] The general magnitude of the standard error of an estimated percent presented in this column may be found by using Table 7.1.

[3] The circumstances were undetermined if the registrar verified that the client was no longer enrolled in the spring but did not include the reason.

[4] Percents do not add to 100 because of rounding error.

* The estimated standard error of this percent was calculated to be approximately 5 percentage points (see Table D.3 of Appendix D).

Table 7.11

GRADE POINT AVERAGES ACHIEVED BY ETS CLIENTS VERIFIED AS ENROLLING IN POSTSECONDARY INSTITUTIONS BETWEEN 1 JULY AND 31 DECEMBER 1973 BY TYPE OF INSTITUTION[1]

Grade Average	Percent of Clients by Type of Institution					Total[3]
	2-Year Public	2-Year Private	4-Year Public	4-Year Private	Other[2]	
3.0 - 4.0	2	0	6	3	1	12*
2.0 - 2.999	7	1	16	7	1	32*
1.0 - 1.999	3	0	10	4	0	17
0.0 - 0.999	2	0	3	2	0	7
Grade average undetermined[4]	4	0	21	4	1	31
TOTAL PERCENTS	19	2	57	19	3	100[5]

[1] All percents are based on 14,950, the total estimated number of clients verified as enrolling in postsecondary institutions between 1 July and 31 December 1973.

[2] Other institutions include vocational, technical, business, or other proprietary schools.

[3] The general magnitude of the standard error of an estimated percent presented in this column may be found by using Table 7.1.

[4] Includes clients attending institutions with pass/fail grading systems and clients for whom institutions refused to release grade information without student permission.

[5] Percents do not add to 100 because of rounding error.

* An estimate of the standard error of the 44 percent with grade point average 2.0 or better was calculated to be 8 percentage points (see Table D.3 of Appendix D).

Table 7.12

GRADE POINT AVERAGES ACHIEVED BY ETS CLIENTS VERIFIED AS ENROLLING IN POSTSECONDARY INSTITUTIONS BETWEEN 1 JULY AND 31 DECEMBER 1973 BY TYPE OF INSTITUTION

(Expressed as percents of column totals)

	Percent of Clients by Type of Institution					
Grade Average	2-Year Public (n=2,881)	2-Year Private (n=389)	4-Year Public (n=8,416)	4-Year Private (n=2,843)	Other[1] (n=421)	Total[2] (n=14,950)
3.0 - 4.0	12	19	11	15	21	12*
2.0 - 2.999	39	55	28	35	20	32*
1.0 - 1.999	16	15	18	18	18	17
0.0 - 0.999	10	9	5	10	10	7
Grade average undetermined[3]	23	2	38	22	31	31
TOTAL PERCENTS	100	100	100	100	100	100[4]

[1] Other institutions include vocational, technical, business, or other proprietary schools.

[2] The general magnitude of the standard error of an estimated percent presented in this column may be found by using Table 7.1.

[3] Includes clients attending institutions with pass/fail grading systems and clients for whom institutions refused to release grade information without student permission.

[4] Percents do not add to 100 because of rounding error.

* An estimate of the standard error of the 44 percent with grade point average 2.0 or better was calculated to be 8 percentage points (see Table D.3 of Appendix D).

Chapter 8

Cost Analysis and Staffing Patterns

I. INTRODUCTION

In FY 1973, the U.S. Office of Education funded $6,000,000 for 114 ETS projects. Comprehensive evaluation of the ETS program necessitates an analysis of the sources and uses of funding for the projects and an analysis of the relationships between staffing patterns and other factors. The cost analysis focuses upon the levels and variability of costs among projects and for the whole program. Additionally, inferences concerning differences in project economy are analyzed. The cost analysis undertaken within the scope of this study should provide the foundation for an additional dimension in evaluating ETS project proposals and project performance.

The specific objectives accomplished by the cost analysis include:

1) The development of average cost estimates and measures of the variability of costs among projects.
2) An estimate of the size and composition of additional resources that supplement USOE funds for ETS projects.
3) An analysis of ETS costs to determine the degree to which an association exists between levels of costs and economic or demographic measures.
4) A description of the staffing patterns of the projects.

The approach utilized to accomplish these objectives and the format of the analysis results are outlined in the following sections.

II. COST AND STAFFING PATTERN DATA

A. Data Sources

The data which provide the basis for the cost and staffing pattern analysis were derived from four sources: the Talent Search Project

Director Questionnaire, OE Form 1227 (the Quarterly Report form), the financial audit report, and the ETS project final report statistics derived from OE Form 1231. In the Talent Search Project Director Questionnaire, question 28a solicited information about the number of full-time and part-time employees in each staff position supported by federal funds and the number supported by non-federal funds. All but one of the 105 respondents to the Talent Search Project Director Questionnaire furnished useable data about the staffing pattern of their project. Question 30a on the Talent Search Project Director Questionnaire dealt with the personnel, non-personnel, and indirect costs of the project borne by each of the major sources of funds. Data for this question were obtained from 100 of the projects surveyed. Question 30b concerned the value of cash and in-kind contributions received from all non-federal sources during the 1973-74 program year, and 78 projects furnished these data. In question 30c, project directors were asked to estimate the total value of any postsecondary registration or application fees, or of any standardized test fees, waived for clients through the efforts of their project during the 1973-74 program year. Seventeen of the 105 responding project directors failed to provide these data.

OE Form 1227, the Special Services Quarterly Financial Report for Talent Search projects, was furnished to RTI by 78 projects. This form contained data on the total amount of federal and non-federal funds approved, and the federal and non-federal funds expended, during the 1973-74 program year for personnel, non-personnel, and indirect cost categories.

Financial audit reports for the 1973-74 program year, containing a balance sheet of project assets and liabilities and a statement of receipts, expenditures, and changes in fund balances, were requested from the 20 ETS projects to which site visits were made. These reports were obtained from 19 projects. While these reports contained more accurate and detailed financial data than the other available sources, they were not appropriate for estimating total program costs due to the limited number of audit reports available.

The final source of data was the ETS *Final Statistical Report*.[1] This report summarizes for each project and USOE region the funding level, the number of clients, the cost per client, and the composition of the client population with respect to sociological, educational, and personal characteristics.

B. Data Limitations

Data from each of the four sources described above are limited in their appropriateness for this analysis of the costs and staffing patterns of ETS projects for the 1973-74 program year. The limitations associated with each data source and the resolution of these limitations are discussed below.

Due to discrepancies in the responses, apparently resulting from a misunderstanding of the intent of certain questionnaire items, the quality of the *Talent Search Project Director Questionnaire* data for analysis is somewhat limited. Although respondents were requested to provide information on actual expenditures during the program year, analyses of the responses indicated that some project directors provided budget data and some provided actual cost data. Also, since many project directors did not provide any estimates of in-kind contributions, the total amount of in-kind contributions reported in this chapter may be underestimated.

Errors occurred in responses to the fiscal questions due to two difficulties. First, the project director may not have been the representative of the project most familiar with the actual sources of funds, the amount of in-kind contributions, or the actual costs incurred by the project. Consequently, some response error might exist due to a lack of information. The second source of error was that the fiscal questions were not clearly understood by all respondents, a deficiency that was discovered during the RTI site visits to projects. During the site visits to 20 projects, the responses were reviewed and further information was requested which eliminated many of the data deficiences. However, responses to the fiscal questions still should be interpreted with caution.

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[1] *Talent Search U.S. Office of Education Final Statistical Report, 1 July 1973 - 30 June 1974*, Computer Sciences Corporation, September 1974.

The scope of the information in OE Form 1227, Special Services Quarterly Financial Report for ETS, was not sufficient for use as the primary source for cost analysis, but it provided a check for the consistency of responses to the project director questionnaire. Because the costs were summarized from 95 to 100 project director questionnaires, depending upon the cost category, and from 78 Form 1227's, the data were not directly comparable. Except for the classification of non-federal funds, however, the costs reported on both instruments were generally consistent. The average costs reported on the project director questionnaire exceeded the average costs reported on OE Form 1227 by 4.4 percent, but most of the variation was due to the difference in non-federal funds reported as expended during the 1973-74 program year. Non-federal contributions to meet the various project expenses included funds for personnel costs and capital expenditures which were shared with other programs or purposes by host institutions or agencies. Thus, much of the discrepancy between the amounts reported for non-federal funding may be explained by the uncertainty concerning the allocation of costs among programs.

More agreement existed between costs reported as funded by federal sources on the project director questionnaire and OE Form 1227's for three reasons. First, OE Form 1227 was recommended to the project directors as a source for financial data to report on the questionnaire, thus leading to greater consistency between the federal funds reported on both sources. Second, federal funding was contributed as money payments rather than in-kind payments which are sometimes difficult to value. Third, federal funds are subject to strict accounting practices and audit procedures, so the records concerning their use are more complete and accurate than those for non-federal funds.

After weighing the relative advantages and disadvantages of the project director questionnaire and OE Form 1227, the questionnaire was selected as the primary data source for the cost and staffing pattern analysis reported in this chapter. The subsequent analyses are based on these data and the results should be interpreted cautiously, recognizing the distinctions between the project director questionnaire and OE Form 1227 data.

The ETS Final Statistical Report for the 1973-74 program year was the source for data concerning the number of clients served by projects during the program year. Variation exists among projects in the definition of a "client" and practices of measuring program coverage, but the Final Statistical Report remains the best current source of client data by ETS project.

Although the financial audit report for the 1973-74 program year was requested from each project, it was not used directly in the cost analysis due to the small number of reports obtained. However, in some cases it did provide a means of eliminating discrepancies and verifying data contained in the other data sources.

C. Data Classification

The financial and staffing pattern questions on the project director questionnaire requested detailed data about the project. However, extensive editing would have been required to develop labor costs by specific job category, using information from question 28a. This question was not completed in the detail required to compute cost breakdowns for specific project functions, e.g., tutoring, counseling, and instruction; hence, estimates of labor costs for these specific functions were not developed. Instead, a descriptive profile of staffing patterns was developed from responses to this question, in terms of full-time and part-time staff of various categories supported by federal and non-federal funds. In the analysis, a person who was employed full-time for at least 10 months per year was defined to be a full-time employee, and all others were considered part-time.

In describing the profile of staffing patterns, the original classifications were retained. In addition, they were collapsed into the broader categories of administration, service delivery, and support. The job classifications within these categories are illustrated in Table 8.1.

Table 8.1

DESIGNATION OF TITLES WITHIN JOB CATEGORIES

Administration	Service Delivery	Support
Project Director	Tutor	Researchers/Evaluators
Assistant Director	Tutor-Counselors	Secretarial/Clerical
Other-Administration	Recruitors	Student Help
	Other-Delivery	Other-Support

Descriptive statistics of costs within the personnel, non-personnel, and indirect cost categories were generated from the project director questionnaires, but the analysis was restricted primarily to aggregate costs. Total personnel costs, total project dollar costs, and total project costs (dollar costs plus in-kind contributions), were analyzed with respect to the number of clients in the project, location of the majority of the project's clients, and the type of host institution. The primary results of the analysis of ETS financial and staffing data, including descriptions of the levels and variability for sources and uses of funding, by composition and function, are presented in the next section.

III. ANALYSIS RESULTS

A. Project Costs

1. Descriptive Profile

The average costs per project for the ETS program in the 1973-74 program year were summarized to obtain a descriptive profile of the projects with respect to their sources and uses of funds. This profile, based upon data from the 96 projects which furnished sufficient data, is illustrated in Table 8.2. The costs which could be classified by sources and uses of funds totaled $63,672

Table 8.2

AVERAGE COSTS OF ETS PROJECTS BY SOURCE OF FUNDS AND CONTRIBUTIONS[1]

Source of Funds	Use of Funds			
	Personnel Costs	Non-personnel Costs	Indirect Costs	Total Costs
USOE Talent Search Funds	$42,155	$ 8,024	$3,516	$53,695
Other Federal Funds	1,892	365	22	2,279
Foundation or Corporation	442	464	180	1,086
State Funds	1,271	1,597	280	3,148
Local Funds	1,579	433	207	2,219
Private Donations	50	127	0	167
Other	388	236	148	772
Totals	$47,872[2]	$11,276[2]	$4,358	$63,672[2]

[1] Based on a total of 96 ETS projects and excluding in-kind contributions.

[2] Total differs from sum of individual cost items due to reporting error.

per project. However, this estimate understates the real cost of ETS projects. Some projects were given office space and furnishings at no cost, or were assisted by volunteer workers. The value of these in-kind and otherwise unreported contributions averaged $10,355 per project in the 1973-74 program year, increasing the real average total cost per project to $71,685.[2]

Classification of the project costs according to the sources and uses of funds provides useful information about the focus of the ETS program. Of the $63,672 reported costs, $53,695, or 84 percent was funded by USOE, $2,279 or 4 percent was funded by other federal sources, and $7,392 or 12 percent was funded by non-federal sources. According to the ETS Final Statistical Report, USOE funded $51,008 per project, which is 9 percent below the total derived from the project director questionnaire.[3] Since the in-kind payments and contributions were contributed by non-federal sources, the total non-federal contribution was effectively 24 percent of the total support for ETS projects.

As expected for a service-oriented program, the largest category for the use of funds was personnel costs incurred by the projects. Excluding in-kind contributions, personnel costs accounted for $47,872, or 75 percent of the average costs reported on the project director questionnaire. Non-personnel costs and indirect costs accounted for 15 percent and 6 percent of the total costs, respectively. Personnel costs were supported primarily through federal funding. The USOE and other federal sources furnished 92 percent of the funds for personnel expenses, and while 48 percent of non-federal funds were expended for personnel costs, 90 percent of federal funds were used for that purpose.

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[2] Unless indicated otherwise, the term "reported project costs" is defined as all costs reported by projects excluding in-kind contributions; e.g., admission fees waived by postsecondary institutions.

[3] Talent Search U.S. Office of Education Final Statistical Report, 1 July 1973 - 30 June 1974, Computer Sciences Corporation, September 1974, p. A-1.

2. Variation

The total costs of providing ETS services during the 1973-74 program year varied widely among the projects. The average total cost per project, including in-kind contributions, was $71,700, but individual project total costs ranged from $6,000 to $331,000. When in-kind contributions are excluded, the average total cost per project was $63,672, and the total cost for individual projects ranged from $6,000 to $243,000. Factors which contributed to the variations in cost include the number of clients served by the project, the proximity of the clients to the project, and the type of host institution. Project costs were analyzed with respect to those factors to determine the magnitude and direction of their influence.

Regression analysis was the primary statistical method employed to measure the degree of association between project total costs and the above factors.[4] In these analyses, a causal relationship was inferred (e.g., the total project cost depends upon the number of clients served). Once the regression line is determined, one may predict the total project cost based on the value of the causal variable, and a comparison of this predicted number with the actual data provides useful information on the degree to which a project's costs varies from the norm.

A regression analysis of the association between the reported cost per project and the number of clients in the project confirmed the expected conclusion that project costs, excluding in-kind contributions, are positively associated with the number of clients. The statistically significant (t=5.79) equation derived from the regression analysis is:[5][6]

$$\text{Reported Project Costs} = \$39{,}130 + \$24.58\ [\text{Number of Clients}]. \qquad (8.1)$$

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[4] This statistical method generates the equation for a linear relationship which "best fits" the data and a statistic (R^2) which measures the extent of this fit.

[5] Throughout the remainder of this chapter, the phrase "statistically significant" is interpreted to mean that the respective regression coefficients are significantly different from zero at the 5 percent level.

[6] Equation 8.1 is based on 95 observations, $t=5.79$ for H_o: $13=0$, and $R^2=.26$.

A scatter diagram, where each point represents for a single project the combination of the number of clients on the horizontal axis and the reported total costs on the vertical axis, and the "best fit" line from the regression equation are shown in Figure 8.1. Also shown in Figure 8.1 is the 95 percent confidence interval for the predicted values of total cost.

From the regression equation one could predict that the reported cost of a project which served 1,000 clients would be \$63,710 (i.e., \$39,130 + \$24.58 [1,000 clients]). However, as Figure 8.1 illustrates, many points lie far off the line, indicating that the association between reported total cost and the number of clients, considered alone, is not very strong. A statistic (R^2) derived from the regression analysis indicates that while the relationship between cost and the number of clients is statistically significant, it explains only 26 percent of the total variation among projects in reported costs. Thus, comparisons among projects based on this factor alone should be interpreted cautiously.

The association between reported project cost plus in-kind contributions and the number of project clients was similarly investigated. A regression analysis revealed a positive, statistically significant (t=4.94) association and the following equation:[7/]

$$\text{Reported Costs and Contributions} = \$42{,}730 + \$24.81\ [\text{Number of Clients}] \qquad (8.2)$$

However, the variation among projects explained by this equation, 20.6 percent of the total variation, is even less than that explained by the equation for reported total costs. As shown in equations 8.1 and 8.2, regardless of whether only reported costs or reported costs plus in-kind contributions are used, the marginal or additional cost per client is approximately \$25.

[7/] Equation 8.2 is based on 95 observations, t=4.94 for $H_o:13=0$, and $R^2=.21$.

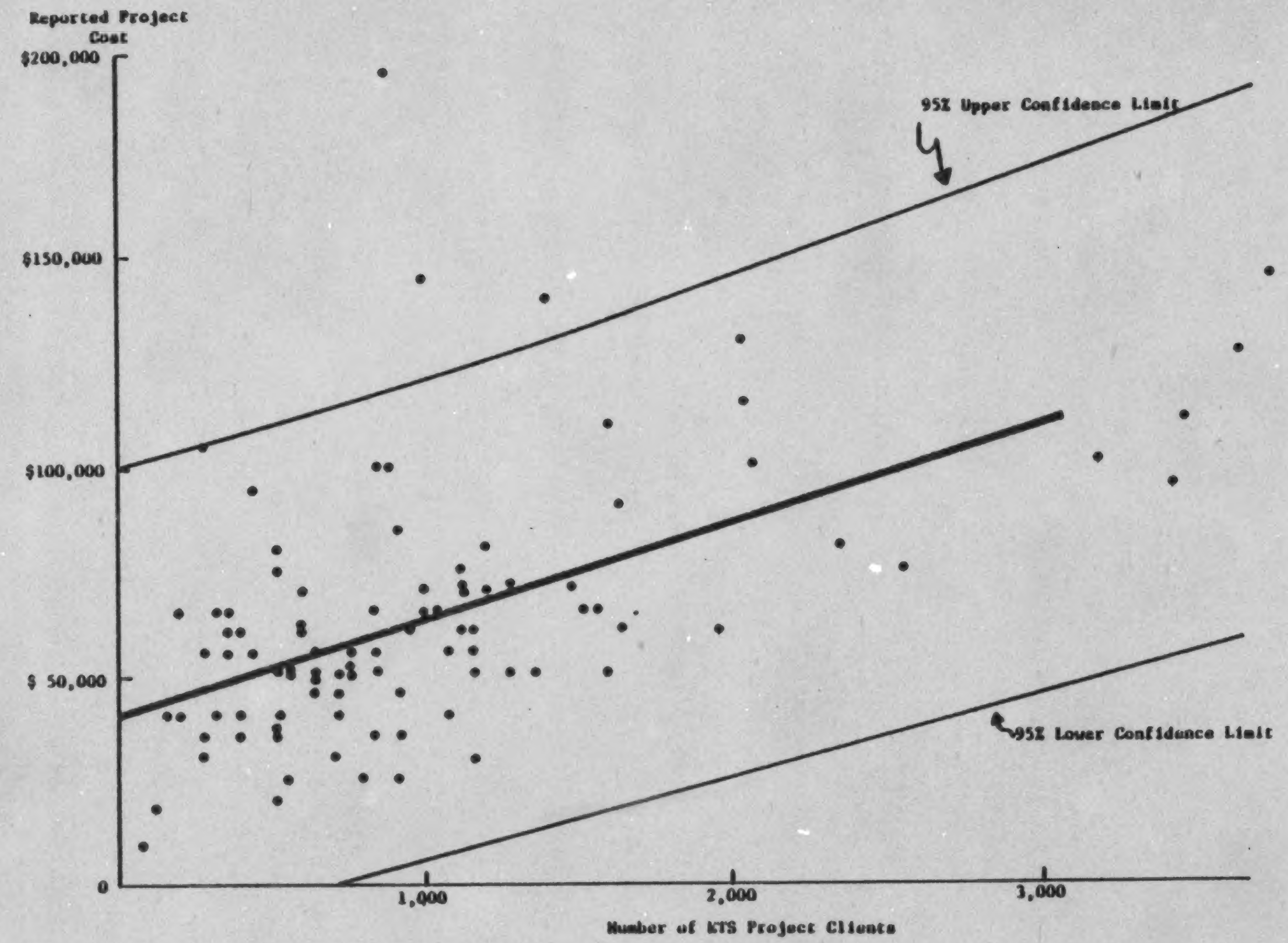

Figure 8.1. The Association Between Reported Project Costs (Excluding In-Kind Contributions) and the Number of Clients Served by Projects.

Other factors which were examined for their influence on reported project costs were the type of host institution and the size of city or type of community in which the majority of clients served by the project live. Table 8.3 summarizes the average project costs according to the classification of host institution. The average reported project costs ranged from $57,137 for the two projects hosted by an agency for a consortium to approximately $71,000 for public agencies and private educational institutions. However, the range of project costs within each classification is relatively large, and the differences in average reported costs among classifications of host institution are not statistically significant.

Project costs for projects classified according to the size or type of the community in which the majority of their clients are located are summarized in Table 8.4. As expected, average reported project costs are positively related to this variable, ranging from $42,619 for projects with a majority of their clientele living on a reservation to $74,450 for projects with a majority of their clientele living in cities with a population greater than 100,000 persons. However, this variable is a proximity variable for a combination of factors associated with community type or size which affect project costs. For example, projects serving the more dense populations of urban areas should be able to serve more clients effectively than those serving rural areas. This association is examined in detail in the following subsection.

Another element of interest was the association between relative project funding by USOE and the size of the project. A simple linear regression of the proportion of the reported project cost which was funded by USOE as a function of the number of clients in the project yielded the expected relationship that larger ETS projects receive greater relative funding from non-federal sources than do small projects. Although the sign of the equation was negative as expected, the relationship was not statistically significant.

Table 8.3

ETS PROJECT COSTS CLASSIFIED BY TYPE OF HOST INSTITUTION

Classification of Host Institution	Number of Projects in this Classification	Average Reported Project Costs	Standard Deviation[1] of Project Costs	Coefficient[2] of Variation	Average Reported Project Costs Plus Contributions	Standard Deviation of Project Costs Plus Contributions
Public Educational Institution	24	$59,016	$25,524	.43	$65,282	$27,007
Private Educational Institution	13	71,185	60,402	.84	76,201	65,444
Consortium of Educational Institutions	5	58,463	16,938	.28	60,323	17,083
Agency for a Consortium	2	57,137	17,871	.31	57,137	17,871
Private Nonprofit Agency	40	63,132	29,325	.46	70,385	35,276
Public Agency	12	71,206	44,407	.62	91,095	85,808
Total	96	$63,835[3]	$35,188	.55	$71,685	$46,576

[1] The total cost for approximately two-thirds of all projects in a classification fall within a range from the average minus one standard deviation to the average plus one standard deviation.

[2] Coefficient of Variation = Standard deviation of project costs ÷ Average reported project costs.

[3] The minor differences in average reported project costs shown in Tables 8.2 - 8.4 are due to differences in the number of projects for which cost data classified by various categories were available.

Table 8.4

ETS PROJECT COSTS CLASSIFIED BY LOCATION OF MAJORITY OF CLIENTS

Location of Client Majority	Number of Projects in this Classification	Average Reported Project Costs	Standard Deviation of Project Costs	Coefficient[1/] of Variation	Average Reported Project Costs Plus Contributions	Standard Deviation of Project Costs Plus Contributions
A Reservation	8	$42,619	$20,023	.47	$49,870	$21,973
Rural or Farming Community	21	56,540	27,994	.50	63,990	36,078
City with less than 100,000 population	24	58,270	20,314	.35	65,469	31,963
City with greater than 100,000 population	43	74,450	43,466	.58	82,972	58,089
Total	96	$63,835[2/]	$35,188	.55	$71,685	$46,576

[1/] Coefficient of Variation = Standard deviation of project costs ÷ Average reported project costs.

[2/] The minor differences in average reported project costs shown in Tables 8.2 - 8.4 are due to differences in the number of projects for which cost data classified by various categories were available.

The association between total personnel cost of a project and the total number of clients in a project was positive and statistically significant. Since personnel costs constitute 75 percent of reported project costs, and since reported costs are positively related to project size, this result was expected and confirmed.

In summary, reported project costs for the 1973-74 program year were analyzed with respect to many factors to determine which factors significantly affected project costs and to estimate the magnitude and direction of their influence. The primary variable that affected these costs was project size, as measured by the number of clients served by the project during the year. The influence of other variables, considered alone, accounted for very little of the total variation in costs among projects. In the next subsection of this report, their impact is reconsidered after adjusting the data to remove the influence of project size.

B. Project Costs Per Client

The 96 projects that furnished sufficient data on the questionnaire reported costs totaling $6,176,184 to provide ETS services to 97,230 clients during the 1973-74 program year; an average of $63.52 per client. Since USOE federal costs constituted 84 percent of reported project costs, the average reported cost per client financed by USOE funds was $53 (.84 x $63.52). This average is consistent with the $53 average reported in the Talent Search statistical report,[8/] which was based on $5,814,937 in USOE funding to support 109,025 clients in 114 projects.

A detailed analysis of the cost data reveals the shortcoming of using a single measure of average cost per client for ETS planning and budgeting purposes. The overall average cost of providing ETS services during the 1973-74 program year, as stated above, was approximately $64 per client. However, the average cost per client for the 96 projects

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[8/] Talent Search U.S. Office of Education Final Statistical Report, 1 July 1973 - 30 June 1974, Computer Sciences Corporation, September 1974, p. A-1.

surveyed in this study varied widely, ranging from $23 to $392. While the median reported cost per client for the projects was $65 (consistent with the overall average cost per client for the ETS program of $64), the unweighted average of the per client costs for the 96 projects was $89. (When in-kind contributions are included, the average cost per client for the 96 projects ranged from $26 to $398, with an unweighted average of $100.) The disparity between the median and mean cost per client for the projects reflects the fact that a small number of projects with high costs per client and relatively few clients exert a disproportionately strong effect on the overall average project cost per client. Thus, average cost per client, when used as a planning and budgeting tool, should be interpreted with caution.

The remainder of this section focuses upon the magnitude and causes of the variation among projects in average costs per client. The cost per client by project was evaluated with respect to project size, staffing patterns, type of host institution, and the location of the majority of the project's clients. However, any conclusions must be interpreted cautiously due to possible reporting errors in both the cost data and in the estimates of the number of clients served by the projects. Discrepancies existed in the measure of the number of clients, due to variations in the definition of "clients" and due to errors in counting the number of clients served (as discussed previously in Chapters 2 and 3).

A positive association between the level of project costs and the number of clients participating in a project was intuitively expected, since a project anticipating to serve many clients is likely to receive greater funding than a small project, and conversely, a project with extensive financial resources is more able to serve clients. Other factors of interest are more effectively examined after the cost data have been adjusted to account for the influence attributable to project size. This adjustment was made by dividing the project cost data by the number of clients served by the project during the 1973-74 program year to provide estimates of project costs per client.

The relationship between the level of reported project costs per client and the number of clients served by each project was examined to determine whether economies of scale existed among ETS projects. Economies of scale would be indicated if the project costs per client were inversely related to the number of clients in a project. This relationship is illustrated graphically in Figure 8.2 for reported project costs per client in the 1973-74 program year. The mathematical properties of this relationship are such that if the data for the independent and dependent variables are transformed by calculating the natural logarithm of each value, the resulting relationship is more closely approximated by a straight line. Figure 8.3 provides a scatter diagram of the points representing data for the natural logarithm of reported project costs per client and the natural logarithm of the number of clients in each project. The corresponding regression equation is:[9/]

$$\text{Ln (Reported Cost per Client)} = 8.306 - 0.605\ [\text{Ln (Number of Clients)}] \qquad (8.3)$$

As indicated by the R^2 statistic for equation 8.3, 51 percent of the variation among projects in the logarithm of total costs per client may be attributed to the logarithm of project size. Additionally, the relationship may be interpreted to suggest the following economy of scale: a 10 percent increase in the number of clients served by a project would result in a 6 percent reduction in the reported project costs per client since the project fixed costs and overhead would be allocated over a greater base.

Project costs per client served were also analyzed with respect to the size or type of community in which a majority of the project's clients were located and the type of institution hosting the project to determine whether those factors were significant. Project costs per client for projects classified by location of the client majority are summarized

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[9/] Equation 8.3 is based on 96 observations, $t=9.87$ for $H_0: B=0$, and $R^2=.51$.

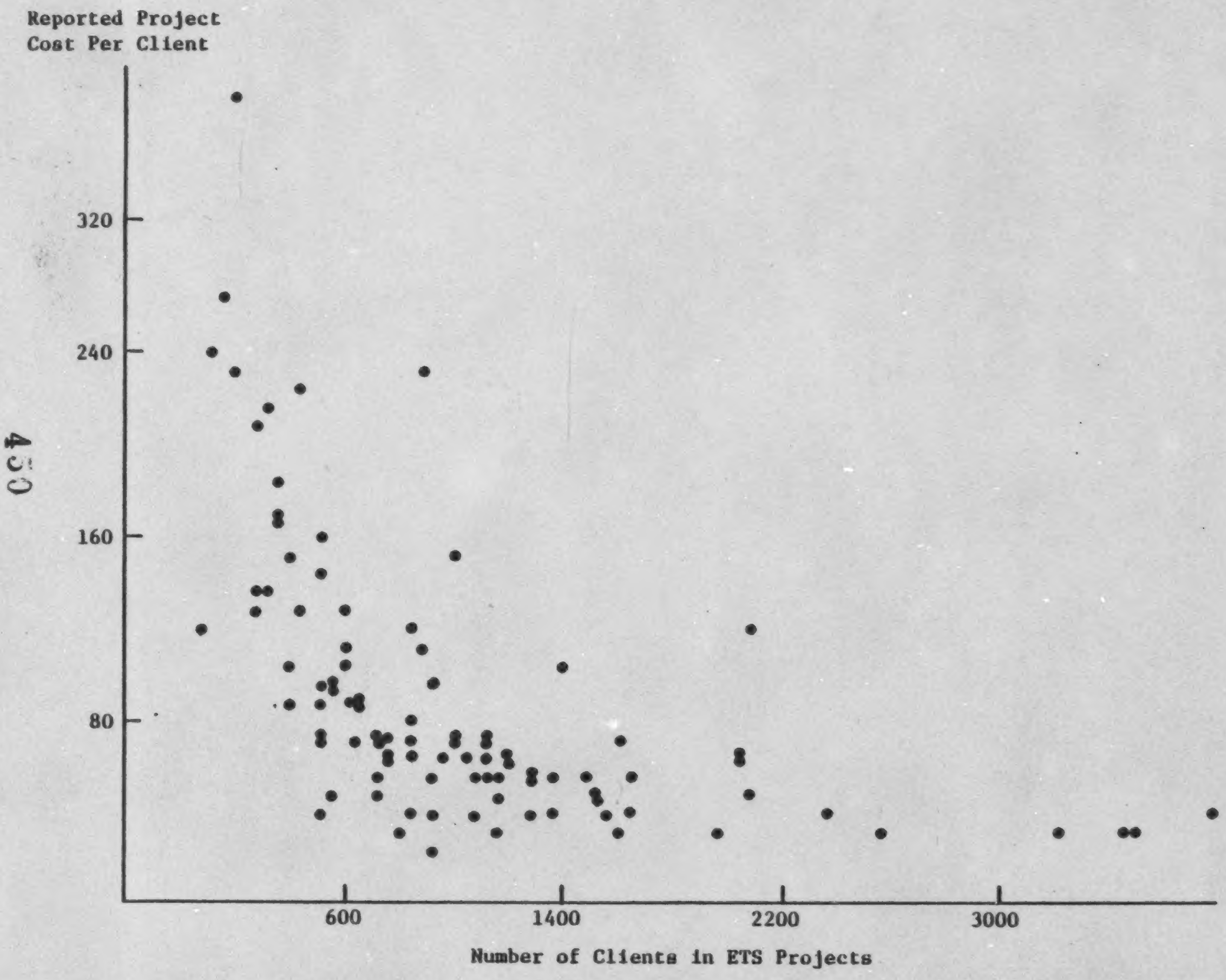

Figure 8.2. The Association Between Reported Project Costs Per Client and the Number of Clients Served by Projects.

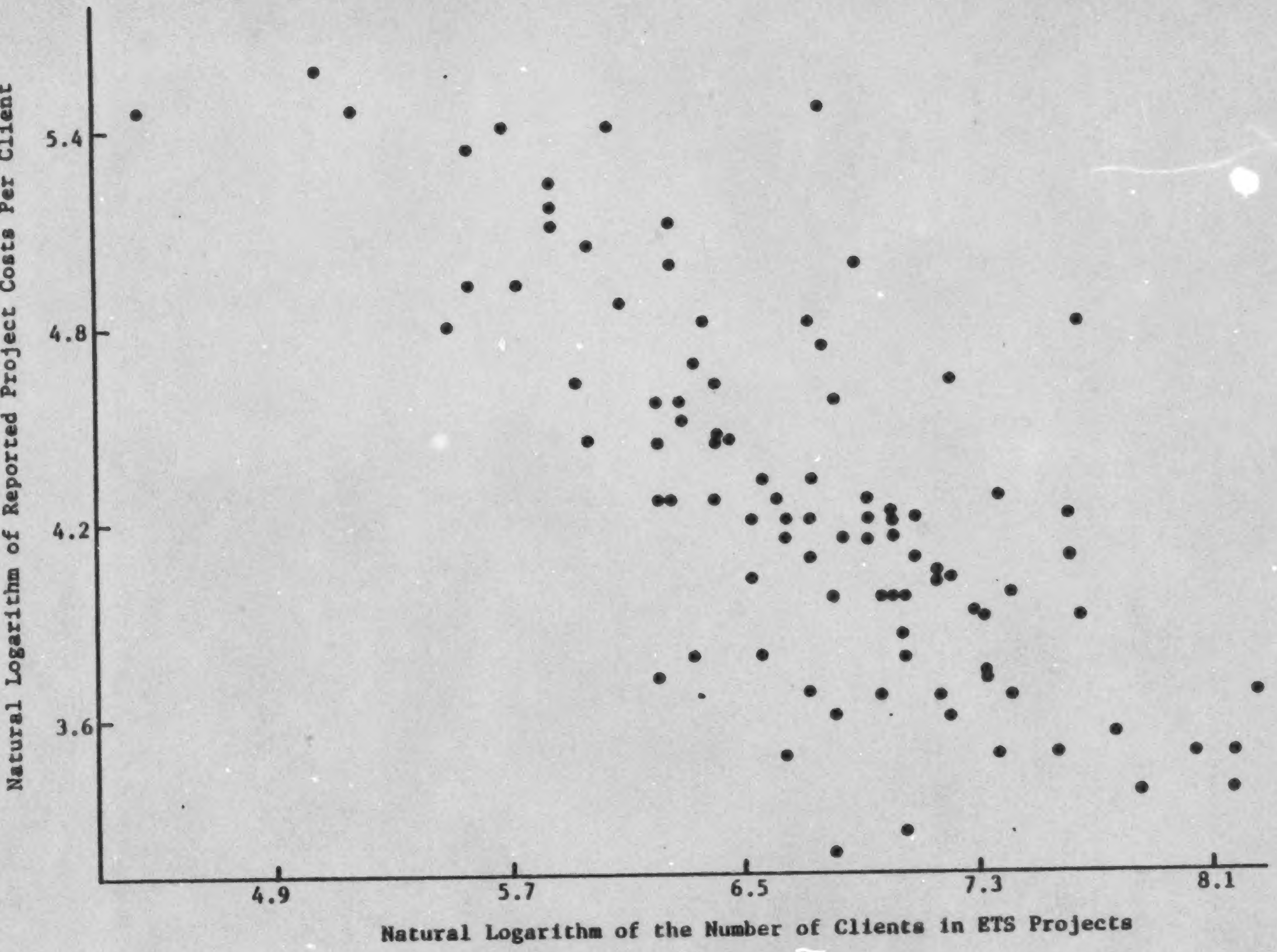

Figure 8.3. The Association Between the Natural Logarithm of Reported Project Costs and the Natural Logarithm of the Number of Clients Served by Projects.

in Table 8.5. The average reported project costs per client were approximately $75 for projects with a majority of their clients from (1) cities with less than 100,000 population and (2) rural or farming areas. They were approximately $100 per client for those projects with a client majority from (1) cities with greater than 100,000 population and (2) reservations. Again, however, the standard deviations of the costs were sufficiently large that the differences in costs for projects among the size or type of community classifications taken alone were not statistically significant.

A summary of project costs per client, classified according to the type of institution hosting the project, is presented in Table 8.6. The average reported project costs per client ranged from $77 for projects hosted by public educational institutions to $133 for projects hosted by public agencies. However, the project costs per client varied widely among projects within the host institution classifications and statistical inferences about the differences in project cost between classifications of host institutions were not justified.

C. Project Staffing Patterns

A characteristic of ETS projects which may impact on their capacity and capability to provide services to ETS clients is the project staffing. To determine the degree of association existing between project staffing patterns and other project characteristics, a descriptive profile of ETS project staffing patterns was developed and analyzed. The profile, developed primarily from the responses to question 28a of the Talent Search Project Director Questionnaire, is presented in Table 8.7. The average staff of the project responding consisted of 3.96 full-time and 3.81 part-time persons supported by federal funds and .32 full-time and 1.15 part-time persons supported by non-federal funds. The staff categories containing the most persons were counselors (1.73 full-time and .56 part-time) and student help (.03 full-time and 2.25 part-time).[10/]

[10/] These staff figures for counselors do not agree with those presented previously in Chapter 4. The results presented in Chapter 4 show an average of 4.2 counselors per project, 2.9 and 1.3 of whom are employed on a full- and part-time basis, respectively. A possible and reasonable explanation is that personnel considered as counselors in Chapter 4 might have been more specifically classified in Table 8.7 as assistant directors, tutors, recruiters, or researchers/evaluators.

Table 8.5

ETS PROJECT COSTS PER CLIENT CLASSIFIED BY LOCATION OF MAJORITY OF CLIENTS

Location of Client Majority	Number of Projects in this Classification	Average Reported Project Costs Per Client	Standard Deviation of Project Costs Per Client	Coefficient[1/] of Variation Per Client	Average Reported Project Costs Plus Contributions Per Client	Standard Deviation of Project Costs Plus Contributions Per Client
A Reservation	8	$106	$76	.72	$134	$109
Rural or Farming Community	21	78	52	.67	84	51
City with less than 100,000 population	24	74	43	.58	81	47
City with greater than 100,000 population	43	100	83	.83	112	100
Total	96	$ 89	$68	.76	$100	$ 82

1/ Coefficient of Variation = Standard deviation of project costs ÷ Average reported project costs.

Table 8.6

ETS PROJECT COSTS PER CLIENT CLASSIFIED BY TYPE OF HOST INSTITUTION

Type of Host Institution	Number of Projects in this Classification	Average Reported Project Costs Per Client	Standard Deviation of Project Costs Per Client	Coefficient[1/] of Variation Per Client	Average Reported Project Costs Plus Contributions Per Client	Standard Deviation of Project Costs Plus Contributions Per Client
Public Educational	24	$ 77	$ 74	.96	$ 85	$ 77
Private Educational	13	82	53	.65	97	96
Consortium of Educational Institutions	5	122	85	.70	125	85
Agency for a Consortium	2	65	1	.02	65	10
Private/Nonprofit Agency	40	83	51	.61	92	60
Public Agency	12	133	101	.76	155	123
Total	96	$ 89	$ 68	.76	$100	$ 82

[1/] Coefficient of Variation = Standard deviation of project costs ÷ Average reported project costs.

Table 8.7

DESCRIPTIVE PROFILE OF ETS PROJECT STAFFING PATTERNS BY FUNDING SOURCE--1973-74 PROGRAM YEAR[1/]

	Number of persons supported by:									
	Federal Funds				Non-Federal Funds				Total	
	Full-time		Part-time		Full-time		Part-time		Full-time	Part-time
Staff Categories	Mean	Median	Mean	Median	Mean	Median	Mean	Median	Mean	Mean
Project Director	.73	1	.22	0	.03	0	.06	0	.76	.28
Assistant Director	.26	0	.06	0	.02	0	.03	0	.28	.09
Tutors	.02	0	.04	0	.00	0	.12	0	.02	.16
Counselors	1.59	1	.46	0	.14	0	.10	0	1.73	.56
Tutor-Counselors	.06	0	.03	0	.00	0	.15	0	.06	.18
Recruiters	.26	0	.26	0	.04	0	.11	0	.30	.37
Researchers/Evaluators	.01	0	.03	0	.00	0	.00	0	.01	.03
Secretarial/Clerical	.80	1	.20	0	.07	0	.02	0	.87	.22
Student Help	.03	0	1.92	0	.00	0	.33	0	.03	2.25
Others: Administrative	.08	0	.19	0	.02	0	.14	0	.10	.33
Service Delivery	.08	0	.12	0	.00	0	.00	0	.08	.12
Support	.04	0	.28	0	.00	0	.10	0	.04	.38
Total	3.96		3.81		.32		1.16		4.28	4.97

[1/] Results are based on 104 ETS projects.

The table containing the average number of persons in each staff category does not give a complete picture of the staff profiles since the sizes and distribution of staff varied considerably among projects. For example, the median number of persons in each staff category, also shown in Table 8.7, was 0 in each category except the project director, counselor, and secretarial/clerical categories, which contained one person each. Over half the projects had no part-time persons in the student's help category, but the number of persons in that category ranged from 0 to 18 among projects.

To describe the profile of staffing patterns by funding sources more accurately, the 12 staff categories were further classified into 3 staff functions: administrative, service delivery, and support. The staff categories contained in each of these functions were:

Administrative	Project Director
	Assistant Project Director
	Other Administrative
Service Delivery	Tutors
	Counselors
	Tutor-Counselors
	Recruiters
	Other Service Delivery
Support	Researchers/Evaluators
	Secretarial/Clerical
	Student Help
	Other Support

A summary of the average number of persons performing each staff function is contained in Table 8.8. The average full-time project staff may be classified as 27 percent administrative, 51 percent in service delivery, and 22 percent engaged in support activities; the part-time staff is allocated as 14 percent administrative, 28 percent service delivery, and 58 percent support. Obviously, persons in many projects would be engaged in multiple functions rather than a single function continuously. However, the distribution of project staff by staff function is believed to provide a representative profile which demonstrates the level of effort contributed by the three primary functions.

Table 8.8

DESCRIPTIVE PROFILE OF ETS PROJECT STAFFING FUNCTIONS BY FUNDING SOURCE[1/]

Staff Functions	Average number of persons supported by:					
	Federal Funds		Non-Federal Funds		Total	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
Administrative	1.07	.47	.07	.23	1.14	.70
Service Delivery	2.02	.91	.18	.48	2.20	1.39
Support	.88	2.43	.07	.45	.95	2.88

[1/] Results are based on 104 ETS projects.

A single measure of project staffing levels, the number of full-time equivalent (FTE) employees, was calculated for each project by adding one-half the number of part-time employees to the number of full-time employees. This measure of staffing intensity was then compared to other project characteristics. A regression analysis of the number of FTE employees as a function of the number of clients served yielded the anticipated results and the following significant (t=5.30) equation:[11]

$$\text{Number of FTE Employees} = 5.84 + .0027\ [\text{Number of Clients}] \qquad (8.4)$$

The relationship between the number of FTE employees and the number of clients in a project was positive and statistically significant. However, the causal relationship is not clearly established. From the data available, it cannot be certain whether projects increase their staff size in response to demands for their services or whether expanding staff size enables the project to recruit additional clients. Likely, both conditions are operative during the life of a project. In equation 8.4 above, only 22 percent of the total variation among the projects in the number of FTE employees was explained by the variation in the number of clients served by projects.

A related question of interest about project staffing patterns was whether the relative mix of employees by staff function varied among different sized projects. To answer this question a regression analysis was performed with the proportion of FTE employees who were engaged in an administrative capacity as the dependent variable and the number of clients served by the project as the independent variable. The coefficient of the independent variable confirmed that as the number of clients in a project increased, the proportion of employees who were engaged in administrative activities declined, but the relationship was not found to be statistically significant. A similar analysis of the proportion of employees engaged in service delivery relationship also was not statistically significant; unexpectedly, the coefficient of the independent variable also was negative.

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[11] Equation 8.4 is based on 102 observations, $t=5.30$ for H_o:$B=0$, and $R^2=.22$.

IV. SUMMARY

The cost and staffing pattern analysis of ETS projects in the 1973-74 program year was conducted to develop cost and staffing pattern profiles and to determine the degree to which an association existed between these factors and certain ETS project characteristics. Although data from several sources were incorporated into the analysis, the primary data source was a set of completed questions on the Talent Search Project Director Questionnaire. However, the data obtained from responses to the fiscal questions should be interpreted with caution due to the project directors' misinterpretation of the questions and a lack of complete information, even though the responses were subjected to extensive editing and verification procedures.

An analysis of the costs and staffing patterns of ETS projects with respect to project performance measures would have provided valuable information about the benefits of the ETS program relative to its costs. However, timely and accurate data about client successes or failures and project performance were unavailable for analysis. The cost and staffing pattern analysis focused upon descriptive measures of projects and process measures.

The analysis of the sources and uses of funds provided a descriptive profile of the financial characteristics of ETS projects. Data summarized for 96 ETS projects indicated that the average total cost, including in-kind payments and contributions, was $71,700 per project for the 1973-74 program year. Of the $63,700 in cost allocated by sources and uses of funds, 84 percent or $53,700 was funded by USOE; the primary use of those USOE funds was to meet personnel costs, which accounted for 75 percent of the reported costs.

Although the average total costs, including in-kind payments and contributions, was $71,700, individual project total costs ranged from $6,000 to $331,000. Factors analyzed for their contribution to the variation included the number of clients served by the project, the location of the majority of clients served by the project, and the type of host institution. Of those variables examined, only the association between project costs and the number of clients served produced a statistically significant relationship. An economic interpretation of the corresponding linear regression equation is that including in-kind contributions, ETS projects incurred a fixed cost of $42,730 per year and a variable cost of $24.81 per client to implement the ETS program during the 1973-74 program year.

The 96 projects that furnished sufficient cost data reported costs totaling $6,176,184 to serve 97,230 clients; an average of approximately $64 per client. The average cost per client varied widely among projects, ranging from $23 to $392. The unweighted average of this distribution of per client costs was $89. When in-kind contributions are included, the average cost per client ranged from $26 to $398 over the 96 projects, with an unweighted average of $100.

Other associations of interest in the cost analysis were the relationships between project total costs per client and other project characteristics. A regression analysis of the relationship between reported costs per client and the number of clients in a project revealed a statistically significant log-log association in which the number of clients in a project was a factor explaining 55 percent of the total variation. The equation indicated that a 10 percent increase in the number of clients in a project was associated with a 6 percent reduction in reported cost per client. Other analyses were not so conclusive, however, as the relationships between reported costs per client and the location of the majority of project's clients and the type of institution hosting the project were found to be not statistically significant.

A descriptive profile of ETS project staffing patterns was developed and analyzed to determine the degree of association between staffing patterns and other project characteristics. The profile, based on averages of the number of persons in each staff category, consisted of approximately 4 full-time persons who were classified as 27 percent administrative, 51 percent in service delivery, and 22 percent in support activities; and approximately 5 part-time persons who were classified as 14 percent administrative, 28 percent service delivery, and 58 percent support. When staffing patterns and staffing levels were compared to other project characteristics, the only relationship found to be statistically significant was the positive association between the number of full-time equivalent employees and the number of clients.

In conclusion, data deficiencies and the influence of mediating variables may have partially obscured the association of project costs and staffing patterns with other project characteristics, and data on project performance were not available to permit a comparison of the benefits of the ETS program with its costs. However, the necessary data were available to develop a descriptive profile of the sources and uses of funding and staffing patterns for ETS projects. These profiles could provide an additional perspective within which USOE may evaluate ETS project proposals.

Chapter 9

Summary and Conclusions

I. METHODOLOGY AND PURPOSE

A. Methodology

Descriptive data relative to major aspects of the national Talent Search program in the 1973-74 program year were obtained from several sources:

1) A Talent Search Project Director Questionnaire that was completed by 92 percent of the 114 ETS project directors.

2) A Talent Search Project Counselor Questionnaire that was completed on counseling-related activities of 93 percent of the 114 ETS projects.

3) A Talent Search Advisory Council Chairperson Questionnaire that was completed for 81 percent of the 111 ETS projects which had active advisory boards.

4) Two-day site visits at each of a sample of 20 ETS projects. These visits involved extensive interviewing, some observation of program activities, and a study of the projects' records and files.

5) The records of a sample of approximately 100 current clients at each of the 20 visited sites (data were collected on a total of 1,837 clients).

6) A survey of the enrollment status of 1,793 or 87 percent of a sample of 2,060 clients reported by project directors as having begun studies at a postsecondary institution between 1 July and 31 December 1973. Enrollment status reports were received from registrars of 426 or 93 percent of the 453 postsecondary institutions in which the 2,060 clients in the sample were reported to have enrolled.

7) USOE Grantee Quarterly Financial Reports (Form 1227) for 68 percent of the 114 ETS projects.

8) The USOE Interim and Final Statistical Reports (Form 1231) for Program Year 1973-74.

Classification data were also obtained for a few projects from project funding proposals submitted to USOE.

B. Purpose

The major purpose of this study was to provide descriptive data on the scope and nature of the program and its operations, the educational background and training of its key staff, and the general characteristics of its clientele and the services provided to that clientele. It was not designed to evaluate the success and impact of Talent Search. A more complex study design, involving more systematic and rigorous methods of collecting and verifying program input, process, and performance data, is required to judge or evaluate the worth or impact of the program.

Due to time and cost constraints, it was not possible to present in this report all the descriptive data that were collected. However, with the exception of a few items for which a large portion of the responses were either inconsistent or incomplete, all the data collected from sources 1, 2, 3, 5, and 6, and portions of that collected from sources 7 and 8, were placed on magnetic tape files and can be studied in depth at a later date should more detailed information be required.

C. Organization of Remainder of Chapter

The concordance of the data collected from the various sources is discussed in Section II. A summary and interpretation of the major findings and related issues is presented in Section III. Growing out of these findings are a number of conclusions which are listed in Section IV.

II. CONCORDANCE OF DATA FROM DIFFERENT SOURCES

The site visits, with their interviews and observations, provided a major overlap with the data collected from most of the other sources for approximately 20 percent of the projects. Specific items aside, there was general concordance of the "soft" interview data provided by the site visits and the "hard" data gathered from the other sources. Where there were disparities, they most frequently occurred with respect to project finances and the numbers of clients served.

There was also some overlap in specific items of information obtained from "hard" data sources. Most of this overlap occurred in items included in both the project director and advisory board chairperson questionnaires relative to organization, responsibilities, and influence of projects' advisory boards. There was a high degree of concordance in items related to board operations, and a low degree of concordance in those items related to responsibilities and influence.

A second area of overlap between "hard" data sources occurred relative to the type of client-related information collected and maintained in project files. The project director questionnaire requested directors to indicate whether or not specified types of information were collected and maintained in their files on the majority of their clients. RTI site-visit-team members also collected these types of data from the files of a sample of clients. A comparison of the results from these two sources indicated that project directors overstated the degree to which such data as SAT and ACT scores, other standardized test scores, high school and postsecondary transcripts, recommendations or commendations, financial aid applications, and anecdotal notes were kept in project files. Also obtained from these two sources were certain client descriptive data (age, race, sex, etc.). These data were generally in close agreement.

Cost data (personnel, non-personnel, and indirect), by federal and non-federal funding, were obtained through OE Form 1227 and the project director questionnaire. The average costs reported on the project director questionnaire were generally in close agreement with the average costs reported on OE Form 1227. The slight variations that did exist were most often due to differences in the reported expenditure of non-federal funds.

There were differences in the total number of clients served and the number reported as beginning postsecondary education as reported on the OE Form 1231 Interim and Final Reports for Program Year 1973-74 as compared with the data gathered by the RTI study team from project directors and project files. The latter set of data was gathered either from project files during the site visits or from project directors while preparing the sampling frame for the study of the postsecondary status of former ETS clients. As discussed below in Section III.B, several instances of underreporting and overreporting of these results on OE Form 1231 were noted. However, the distributions of clients by various ethnic categories, as obtained from these different sources, were in close agreement.

III. SUMMARY AND INTERPRETATION OF MAJOR FINDINGS

The major findings are summarized under 10 topical headings, each of which is presented in a separate subsection below.

A. Absence of Program Regulations and Lack of Definition in Program Guidelines and Required Reports

1. Absence of Program Regulations

While the general thrust and nature of the program is generally known by the projects and administered by the USOE regional offices (the Talent Search program was regionalized by the Commissioner of Education on January 1, 1972), the Regional Offices and the projects are unable to resolve difficult and ambiguous policy matters authoritatively because regulations have not been adopted for this program.

The Office of Education prepared proposed rules for Talent Search, Upward Bound, and Special Services during the summer of 1970. Only the Upward Bound rules, however, became final regulations. Those of Talent Search and Special Services, while appearing as proposed rules in April 1971, were never adopted in final.

2. Lack of Definition in Program Guidelines

The legislation authorizing the Talent Search program states that the program is designed to:

a) Identify qualified youths of financial or cultural need with an exceptional potential for postsecondary educational training and encourage them to complete secondary school and undertake postsecondary educational training.

b) Publicize existing forms of student financial aid, including aid furnished under this title.

c) Encourage secondary school or college dropouts of demonstrated aptitude to reenter educational programs, including postsecondary school programs.

Unfortunately, however, the program guidelines for Talent Search (as presented in the USOE Program Administration Manual for Program Year 1973-74) do not clarify the numerous questions or issues raised by such vague or unmeasurable phrases or terms in the legislation as "exceptional potential," "demonstrated aptitude," and "cultural need." For example: what constitutes "exceptional potential for postsecondary training?" (According to the guidelines in the Manual, "the term 'exceptional' may mean just that: an exception to the traditional measurement of 'potential'.") How should project directors determine whether or not a client has "exceptional potential?" How should "cultural need" be measured? How is a "demonstrated aptitude" defined and determined? What effect would the open admission policy have on criteria for determining a "demonstrated aptitude?" These terms define the eligibility criteria for the program and, should USOE develop and attempt to enforce regulations for the program, project directors must be able to operationalize and document these criteria empirically. Currently, the eligibility criteria are not defined or applied uniformly across projects.

Also, the guidelines do not specify the objectives of the Talent Search program in measurable terms. This lack of specific measurable objectives raises questions concerning the evaluative criteria applied to individual projects and the total program. For example: How should the attainment of the legislated objectives be evaluated? By the number of clients served? By the number of dropouts reentering education programs? By the number entering postsecondary programs? By the number entering and completing postsecondary programs? Or, by the quality of service provided? If the latter, how is the quality of service to be measured?

Compounding both problems are evidences obtained during the site visits of regional office dicta that extend the guidelines into "local" interpretation and law.

Given the fuzzy definition of the target population and the lack of measurable objectives, virtually any person requesting assistance was served--most of whom (approximately 80 percent) were determined to be eligible by virtue of low income and related criteria. The "exceptional potential" criterion was applied to approximately a third of the clients. When this criterion was applied, it was often defined as a nonacademic measure or personal judgment. Several projects, however, reported the use of traditional academic measures (test scores, grades, class rank, etc.) in determining "exceptional potential." Thirty-five percent of the project directors expressed dissatisfaction with the guidelines for defining the target population. Most of this dissatisfaction was directed at the low-income criteria, which the directors considered to be "restrictive and unrealistic." (These income criteria could be bypassed in many instances by applying the cultural need criteria.)

3. Lack of Definition in Required Reports (OE Form 1231)

The interim and final statistical reports on ETS are generated from semiannual submissions of OE Form 1231 reports by project directors. These reports constitute the principal feedback mechanism by which the National USOE office collects data on ETS operations. The accuracy of certain aspects of these reports, however, is suspect. Four factors relative to the completion of this form by project directors were identified as contributing to this situation: (a) varying interpretations of the USOE definitions of a "client" and a "contact;" (b) confusion concerning general instructions for completing the form; (c) faulty record keeping; and (d) carelessness and/or a lack of concern for accuracy.

Related to the first factor, very few project directors (9 percent) reported using the official USOE definition of a client in their Form 1231 reports. Thirty-four percent of the 105 respondents did not follow the "2 contact" requirement--18 percent required only 1 contact and 16 percent required at least 3 contacts. Compliance with the requirement that a contact be defined as "sustained counsel by the project director or by his representative" also varied across projects. More specifically, 38 percent of the directors reported that their definition of a contact included telephone contacts or group meetings or letter contacts. Several raised the question: since clients were often adequately served through a single contact, and since a great deal of staff time was utilized in letter or telephone contacts, why should these interactions not be counted as legitimate contacts?

The second factor, confusion concerning general instructions for completing the form, was indicated in several ways. A major area of confusion emerged in reporting the number of clients who had begun studies at a postsecondary institution since 1 July 1973. Some project directors interpreted this to mean only freshmen, others included any client entering a postsecondary institution, e.g., transfers and returning sophomores. Also, a few project directors reported cumulative totals in each report, i.e., each report included the figures reported in the previous report.

Third, record keeping in several projects was sporadic and client files ranged from highly organized to essentially chaotic.

The fourth and final factor, carelessness and/or lack of concern for accuracy, is somewhat related to the third factor. It was evident from site visits and the educational status survey that several projects did not systematically assure that their clients had indeed entered a postsecondary institution as reported on the Form 1231. Approximately three-fourths of the clients reported as having begun postsecondary studies between 1 July and 31 December 1973 were verified by registrars as having enrolled. In some instances, project directors underreported the number of clients beginning postsecondary education.

Given this lack of standardization, the data collected by the Form 1231 cannot be meaningfully interpreted and thus they have limited utility. It appeared, as a result of personal discussions with directors in trying to resolve conflicting data, that many project directors are generally confused concerning the particulars of this form.

B. Project Staffing

There were an average of four full-time and five part-time staff personnel per ETS project. Of the 4 full-time persons, 27 percent were administrative, 51 percent in service delivery, and 22 percent in support activities. The 5 part-time persons were classified as 14 percent administrative, 28 percent service delivery, and 58 percent support. Projects reported an average of four counselors, three of whom are full-time staff members. Personnel at many of the 20 site-visited projects expressed concern about the adverse effect on project operations due to considerable staff turnover, a factor that was generally attributed to a lack of job security in year-to-year funding situations and to a lack of opportunity for upward mobility within the project.

Project directors generally had a good background of relevant education and experience. Most (80 to 90 percent) directors: had a four-year degree; had spent most of their time either during high school, since high school, or both during and since high school in a type of community similar to that in which a majority of their clients lived; and had the same ethnic background as that of the majority of their clients. In addition, a majority of the project directors were males, and a majority were 26 to 45 years of age.

About 68 percent of the counselors had at least a four-year degree, including 18 percent who had either a master's degree or a professional or specialist diploma. Most of the graduate degrees held by counselors included a major emphasis in guidance and/or counseling, followed by degrees in teaching or education. About 60 percent of the counselors have had less than 3 years of overall counseling experience, 23 percent have had 3 to 4 years of experience, and 18 percent have had 5 or more years of experience. Most of the experience was obtained in programs other than ETS. In addition, practically all projects provided counselors with inservice training (during or just preceeding the 1973-74 program year) about postsecondary admission or financial aid requirements, and at least three-fourths of the projects reported providing inservice training in individual, career education, vocational education, and minority group counseling.

C. Composition and Function of Advisory Boards

All but three project directors reported the existence of active advisory boards. Directors of these three projects (one was a new project) were in the process of either organizing or reorganizing their boards.

The median number of advisory board members was 13, and about 80 percent of the boards held regularly scheduled meetings, most of which (80 percent) were scheduled on either a monthly or quarterly basis. As a group, advisory boards were composed of 42 percent representatives from the target community, 21 percent representatives from target students, and 37 percent representatives from the educational community. In about three-fourths of the projects, the board served in an advisory role to the project director; in the remaining projects the project director was accountable to the board.

There were differences between advisory boards of projects hosted by educational institutions and those hosted by non-educational agencies in board size, the way in which members were selected, and board role (advisory to project director as opposed to project director being accountable to board). Boards of projects hosted by educational institutions: had fewer members; were more often appointed to serve by project directors as opposed to being appointed by some authority of the host institution; had a larger percent of their membership selected to represent other institutions; and most often served in an advisory role to project directors.

The nature and function of advisory boards appears to be an issue in the sense that generally they do not appear to be very active and/or effective in helping to operate the ETS project. Lines of authority and communication were often not clear. In many projects there was a lack of agreement between project directors and the chairpersons of their advisory boards as to the nature and extent of the board's authority and responsibility. There was also a considerable lack of agreement between these two groups relative to the level of influence that the board has had on specific project activities, as well as on the level of influence that was desirable.

Several suggestions relative to increasing board effectiveness were made by board chairpersons. These suggestions, for the most part, called for an expanded, more active and significant role for the board. They suggested that project directors provide opportunities for board members to become more involved in project and community activities and functions.

D. Relationships with Educational Institutions, Other Related Programs, and Referral Agencies

At least 95 percent of the projects work and interact with high schools, public and private 4-year postsecondary institutions, and public 2-year institutions; a little less than three-fourths of the projects work with private 2-year institutions; and a little more than one-half of the projects work with proprietary institutions. A majority of the projects reported receiving "good" or "excellent" cooperation from these institutions with respect to a variety of ETS activities. Overall, projects reported a higher level of cooperation from postsecondary institutions, followed in descending order by high schools and proprietary schools. Less than one-third of the projects reported receiving "fair" or "poor" cooperation from one or more of these types of institutions.

Personnel at several projects expressed a need for increased cooperation from high schools in identifying and providing access to potential clients and making their files available. They felt that this lack of cooperation generally occurred because high school administrators and staffs viewed ETS as a threat, resented the presence of an "outside" agency, and/or had an apathetic if not a negative attitude toward minority and disadvantaged students.

Suggested areas for improved cooperation between ETS and postsecondary schools centered on a reduction of the institutional bureaucratic red tape and increased communication by postsecondary schools with regard to clients applying for and obtaining admissions, financial aid, counseling, and housing and social services. Though much reportedly remains to be accomplished, a large portion of ETS projects indicated significant advancements in the improvement of ETS/educational institution relationships.

Most of the institutions hosting ETS projects also sponsored at least one other federally or non-federally funded program for disadvantaged students--a little more than one-third of these institutions sponsor an Upward Bound program and a little less than one-third sponsor a Special Services program. ETS project directors reported the existence of either a "high" or "very high" degree of cooperation between their projects and the other projects sponsored by their host institution.

Project directors also reported the establishment of good relationships with referral agencies such as the U.S. Employment Service, Tribal Councils, Neighborhood Youth Corps, welfare programs, Model Cities programs, various youth groups, custodial institutions and reformatories, and Upward Bound programs. These agencies were helpful in referring clients to ETS, as well as in accepting referrals from ETS.

E. Content and Organization of Project Records and Client Files

The content and organization of the client record files varied considerably across projects. Files in certain projects were comprehensive and complete and data were collected and filed in an organized manner; the files in other projects contained little information, which was often collected and filed in a haphazard fashion. Overall, client records and project files were in less than satisfactory condition. Most files generally contained such basic descriptive data as the client's age, sex, ethnicity, and grade level. However, data critical to determining and documenting a client's eligibility, his application for and attainment of financial aid or postsecondary admission, his strengths and weaknesses, and his continuation in postsecondary education were often incomplete or missing. The condition of the files in many projects limits their utility in providing client services, evaluating the attainment of project objectives as mandated in the legislation, and, as previously noted, completing OE Form 1231 reports.

Related to what appears to be a casual or even careless approach to collecting and filing information is an issue concerning the most effective allocation of scarce project resources. Some project staff felt that, under the constraint of limited funds and pressure to identify and serve more clients, their time was better spent in making contacts than in keeping extensive records. Some argued that potential clients were quickly "turned off" when requested to provide such information, or that the systematic collection of comprehensive information on all contacts was of little use in the long run since many clients leave the program after one or two contacts.

On the other hand, certain client background and performance data, along with adequate documentation of assistance and services provided, is essential to serving clients effectively and adhering to the legislation and USOE reporting requirements. The state of project files affects the accuracy of official accounting and the provision of services, project awareness of client status and needs, follow-up of clients, and staff ability to function appropriately in view of considerable turnover.

F. Recruitment and Nature of Clients Served

The majority of ETS clients entered the program as a result of active recruitment (about 65 percent), followed by referrals from school personnel, other programs, community organizations, and former clients. Relatively few were "drop-ins." Understandably, due to the previously noted lack of definition in program guidelines, projects employed varying criteria in selecting clients. Generally, projects adhered to the financial or cultural need criteria. There was, however, limited and varied application of the "exceptional potential" criterion.

The recruitment and selection processes may merit further consideration. It appears that ETS does not so much seek out eligible or special individuals as it serves those who respond to it. Virtually any person requesting assistance was served. While such self-selection may be important to necessary client motivation, it tends to bypass potential clients who do not respond to "general" invitations.

Clients from many ethnic groups were served: almost half were black (48 percent); 19 percent were white; 18 percent were Chicano; 10 percent were American Indian; 4 percent were Puerto Rican; and about 1 percent were Orientals, Eskimos, or others of Spanish descent. At the time of their recruitment, approximately two-thirds of the clients were ages 17 or 18, and about one-half were enrolled in grade 12. More females than males were served. About half the clients had family incomes in 1973 of less than $6,000, about 40 percent had incomes in the $6,000 to $9,000 range, and a small portion, roughly 10 percent, had family incomes of $9,000 or more. For most clients, ETS was the first special educational assistance received.

G. Services Offered

All project directors expressed a fundamental philosphy about the Talent Search program which emphasized the importance of providing educational opportunities for the low income, educationally disadvantaged. Their stated objectives focused on improving this group's educational and vocational status and self-perception, and increasing school- and community-awareness of their needs. Given this common base, all projects provided services designed to encourage clients to aspire to a postsecondary education.

The number and kinds of services provided clients varied considerably across projects classified by size, ethnicity and location of majority of clients, type of host institution, age, and USOE region location. However, all projects generally: encouraged the completion of high school and the attainment of a postsecondary education; provided information on educational opportunities and financial assistance; and assisted in the mechanics of applying for admission and financial aid. To a more limited extent, projects provided follow-up activities and assistance to insure that clients actually: enrolled in postsecondary institutions; reached the campus and began their studies; and became adjusted and oriented to the campus. A few of the projects supplemented their services by providing tutoring or courses in basic academic skills, using funds other than those obtained from USOE.

In receiving these services during the first three-quarters of the 1973-74 program year (between 1 July 1973 and 31 March 1974), about one-sixth of the clients had had only one contact with ETS, about one-half had had two to five contacts, and about one-third had had six or more contacts.

Individual and, to a more limited extent, group counseling constituted a major service to ETS clients. These counseling sessions focused primarily on problems associated with 2- and 4-year college entrance, financial concerns, career or vocational guidance, and job placement or referrals. To assess the strengths, weaknesses, and potential of their clients, counselors reported relying most heavily on high school grades, high school counselor evaluations, evaluations by knowledgeable others, biographical inventories, interest inventories, and student self-evaluations. Though they receive less emphasis, a substantial proportion of the projects reported using achievement (standardized and nonstandardized) and aptitude (academic or vocational) test results for this purpose.

The limited degree to which these kinds of information were recorded in the client files, and the survey findings of the postsecondary status of former clients, raises a general question as to the effectiveness of ETS counseling services and follow-up activities. Approximately three-fourths of the students reported by ETS project directors to have enrolled in postsecondary institutions between 1 July and 31 December 1973 actually enrolled in the specified institutions. (To the extent that students enrolled in institutions other than those reported by project directors, this enrollment rate is an underestimate.) And about three-fourths of these verified enrollees were still enrolled in the spring of 1974. (Most of those who were not enrolled in the spring had dropped out of their own choice.) The percent of initial enrollees varied across institution types (higher percents in private as opposed to public institutions), as did the percent of enrollees who remained in the spring (higher percents in 4-year as opposed to 2-year institutions). It appears, therefore, that greater effort is required to match clients to the institutions where they may most likely fulfill their aspirations. While counselors encouraged clients to apply to institutions where they felt they could be accepted and could handle the challenge in general terms, there appeared to be a need for more academic counseling and matching of individuals to educational programs. Related to this, there appears to be a tendency for project personnel to recommend a specified set of institutions to clients; while this has certain obvious advantages, it may also limit the educational prospects for a number of clients.

With respect to the provision of financial aid, projects reported that their clients generally apply to and receive financial assistance from a wide variety of sources. Comparisons of the rates at which projects apply to various funding sources for client financial aid and the degrees to which their applications are successful suggest that projects might not be taking full advantage of several potential funding sources. For example, while the success rate was relatively high for those projects applying for financial aid from such sources as the Health Professions Student Loan, Health Professions Scholarship, or Nursing Scholarship programs, approximately one-fourth of the projects never applied to these sources.

H. Technical Assistance and Services Provided by USOE

While USOE regional offices reportedly provided a wide range of services to most of the ETS projects, a substantial number of project directors reported that they: did not receive technical assistance in program development; were not visited by a regional staff member, or, if visited did not receive a summary of the site visit; did not receive technical assistance in data collection; and did not have the opportunity to attend proposal writing workshops.

Project directors varied considerably in rating the services and technical assistance provided to them by USOE. However, all but two of the services and types of technical assistance provided to project directors by the USOE regional staffs were rated by a majority of directors as being either "good" or "very good." The two exceptions were the "timely development and promulgation of policy documents" and "technical assistance in data collection," two assistance areas that are primarily the responsibility of the USOE national office.

Somewhat related was the concern expressed by staffs in some projects over the continuous pressure from regional offices to serve large numbers of clients, with the implication that projects would be evaluated and funded in terms of the number of clients reported.

I. Cost Analysis

The analysis of the sources and uses of funds provided a descriptive profile of the financial characteristics of ETS projects. Data summarized for 96 ETS projects indicated that the average total cost, including in-kind payments and contributions, was $71,700 per project for the 1973-74 program year. Of the $63,700 in cost allocation by sources and uses of funds, approximately 84 percent or $53,700 was funded by USOE. The primary use of those USOE funds was to meet personnel costs, which accounted for 75 percent of the reported costs.

Although the average total costs per project, including in-kind payments and contributions, was $71,700, the individual project total costs ranged from $6,000 to $331,000. When in-kind payments and contributions are excluded, the average total costs per project was $63,700, with individual project total costs ranging from $6,000 to $243,000.

Factors analyzed for their contribution to the variation in individual project costs included the number of clients served by the project, the proximity of the clients to the project, and the type of host institution. Of those variables examined, only the association between project costs and the number of clients produced a statistically significant relationship. An economic interpretation of the corresponding linear regression equation is that including in-kind contributions, ETS projects incurred a fixed cost of $42,730 per year and a variable cost of $24.81 per client to implement the ETS program during the 1973-74 program year.

The 96 projects reported costs totalling $6,176,184 to serve 97,230 students--an average of $63.52 per client. However, a detailed analysis of these cost data reveals the shortcomings of using a single estimate of average costs per client for ETS planning and budgeting purposes. For example, the average reported costs per client for the 96 projects surveyed in this study ranged from $23 to $392, with an unweighted average of $89. (When in-kind contributions are included, the average cost per client for the 96 projects ranged from $26 to $398, with an unweighted average of $100.) Furthermore, the median reported cost per client was $65, reflecting the fact that a small number of projects with high costs per client exert a disproportionately strong effect on the overall average. Thus, average costs per client, when used as a planning and budgeting tool, should be interpreted with caution.

Other associations of interest in the cost analysis were the relationships between project total costs per client and other project characteristics. A regression analysis of the relationship between reported costs per client and the number of clients in a project revealed a statistically significant log-log association in which the number of clients in a project was a factor explaining 55 percent of the total variation. The equation indicated that a 10 percent increase in the number of clients in a project was associated with a 6 percent reduction in reported cost per client. Other analyses were not so conclusive, however, as the relationships between reported costs per client and the location of the majority of the project's clients and the type of institution hosting the project were found to be not statistically significant.

J. Reported Problems and Accomplishments

Project directors reported, through questionnaire responses, a number of problems which hampered project operations. Reported most often (by 87 percent of the directors) was insufficient staff personnel. Two others were reported by more than half of the responding project directors: obtaining support from parents (59 percent), and inadequate facilities (54 percent). A rather large number of project directors listed student recruitment (46 percent) and obtaining cooperation from the students (47 percent) and community (47 percent) as problem areas. Also, approximately one-third of the project directors reported problems in communicating with the USOE regional and national offices.

Two additional problems were reported by a significant number of interviewees during the site visits: (1) inadequate funding to cover travel and program needs and (2) uneven relationships with high schools and amount of cooperation received.

In addition to the four basic accomplishments reflected in the annual OE Form 1231 reports (postsecondary placement, placement in other education and training activities, dropout prevention and return, and placement in other TRIO projects), a number of other project accomplishments were also reported by project directors in the questionnaire. The "other" accomplishments fell into six broad categories, which are presented below in a descending order of importance based on a weighted ranking that takes into consideration the number of project directors who listed each accomplishment and the importance they attached to it.

1) Improving community and educational institution relationships.
2) Providing counseling services to clients.
3) Providing non-educational services, referrals, and placements.
4) Improving client outcomes in the socio-cultural and affective areas by: improving clients' motivation, self-image, self-confidence, and appreciation of others; helping to increase or change the clients' or communities' feelings and/or values about education; and enhancing the clients' cultural awareness and social skills.
5) Improving the clients' academic performance as measured by scholastic grades and test scores.
6) Serving as a student advocate.

Interviews conducted during site visits with project directors and other personnel both amplified and clarified the list of accomplishments reported in the project director questionnaires. Virtually all interviewees perceived that projects were obtaining adequate financial aid packages for most clients, and this appeared to be related to effective relationships with institutions and sources of financial aid. They also reported good working relationships with a wide variety of referral agencies, important relationships in which both parties benefited. A number of impacts on other institutions were described, mostly on colleges but a few on high schools and their counseling programs. ETS was credited with helping to change institutional attitudes about minority groups and disadvantaged persons and making it clear that such groups had potential for postsecondary education. A few of the 20 project directors who were included in the site-visitation sample reported helping to place relatively high proportions of their clients (50 to 60 percent) in postsecondary institutions.

In addition, interviewees pointed out that they were meeting the needs of many people--high schoolers as well as older persons--who otherwise might be by-passed by usual educational channels or who would not be motivated to continue their education. It is difficult, of course, to document this sort of impact, but the impression was clear among staff members as well as institutional representatives and advisory boards, that they were indeed reaching a population which otherwise would not be aware of educational or financial aid opportunities.

IV. CONCLUSIONS

In previous chapters and sections of this report, results and findings were presented on a wide range of topics, many of which involved complex relationships. These presentations included interpretations, and, to a limited extent, conclusions which were stated and discussed in the appropriate contexts. The purpose of this section is to bring together, into an overall statement of conclusions, these various interpretative analyses.

It must be emphasized that the conclusions presented in this section are based on descriptive data, a portion of which was collected and validated during site visits. The availability of valid outcome data was limited to that collected on a sample of former clients who were reported as enrolling in postsecondary institutions. It was not possible to verify reported accomplishments and problems and information pertinent to such critical outcomes as: (a) the actual number of clients served and nature of services provided; (b) the number of dropouts prevented and/or returned to the educational system. Also, comparable data were not collected on that portion of the target population not exposed to ETS. As a result, the conclusions presented below relate to the types of projects funded by ETS and the nature of their operations, rather than how successful they are.

A. It Was Not Possible to Identify a Typical Talent Search Project

Although projects engaged in a series of common services, there were more differences than similarities between projects in staff training and experience, program emphasis, operating characteristics, and clientele served. This was due in part to the fact that ETS projects apparently function under varying conditions, often caught in the middle of a number of forces or pressures. In addition, projects served single as well as multi-ethnic populations. They were sponsored by a variety of public and private agencies, as well as postsecondary institutions. Clients came from various geographic locations and community types; they were sought from high schools, detention centers, referral agencies, the streets, and elsewhere. Furthermore, there were no standardized procedures for collecting and maintaining program-related data.

B. The National Impact of the Current Program Is "Unevaluable"

It is concluded, on the basis of this study, that there is a very low probability that valid data can be produced to evaluate the national impact of Talent Search as it currently exists. Because of the variety of interpretations and the lack of objective measures being applied within and across projects to those terms critical to defining the target population, it would be impossible to establish a national comparison group. In addition, systematic and objective procedures for gathering and recording critical input, process, and output data do not exist either within or across a substantial number of projects. It would not be possible, therefore, to obtain evaluative survey data from individual projects which are both valid and amenable to aggregation across projects, as would be required for a nationwide impact study.

An evaluation design exists which could be employed to provide an evaluation of the Talent Search program; however, this design would be expensive to implement and would have a low probability of yielding national impact data. This alternative would entail the selection of a sample of projects and an evaluation of the degree to which each project is achieving its objectives and impacting on its target population. It would be necessary to select a comparison group for each project since target populations will vary by project, depending in part upon how each director defines and determines clients' "cultural need," "exceptional potential for postsecondary education," and "demonstrated aptitude to reenter educational programs." A national estimate of the percent of projects which are or are not achieving their objectives and having a significant impact on their target populations could be derived. The degree to which these results could be aggregated to estimate the national impact of the program would depend upon the similarity in target populations across projects, and, as previously indicated, the results of the current descriptive study suggest that the populations would be too diverse for meaningful aggregation.

C. Several Program Strengths were Identified

It was concluded, primarily as a result of the site visit interviews and observations, that there were several program strengths across ETS projects, some of which are implicit in the findings as presented and also in the respondents' sense of project accomplishment. Among these were the following:

1) The recruitment strategy appears effective in getting to a sizable number of contacts in the target populations of

interest. This strategy involves a concerted effort to motivate an interest in further education among disadvantaged youths.

2) Projects engage in a set of common services, encompassing the dissemination of information, assistance in the application process, obtaining of financial aid, and personal counseling. This appears to be the essence of Talent Search.

3) It was generally the case that projects responded to the needs of all who came for assistance or information, whether or not those persons were considered clients.

4) Effective relationships were developed with a standard group of institutions to which clients applied and which many then attended. This suggests that ETS had found institutions responsive to the needs of the disadvantaged.

5) Continuing and effective interaction with referral agencies appeared to be characteristic of ETS projects.

6) Staff appeared dedicated to program goals and objectives; their cohesion and interaction appeared to be adequate, although there was limited staff training provided and a considerable staff turnover.

7) Recruitment was from a wide spectrum of agencies (along with high schools), providing educational access for many different groups of prospective clients.

8) There appeared to be a degree of meaningful impact on high school counseling programs and on a variety of postsecondary institutions.

D. A Number of Program Problem Areas Were Identified

A number of problem areas became apparent as the practices and situations of the various projects were seen in toto. Some of these appear to be amenable to corrective action by individual projects whereas others are either larger in scope or beyond the control of

Talent Search locally or nationally. These problem areas include the following:

1) The populations being served may merit further consideration, in view of the fact that ETS in general does not so much seek out eligible or special individuals as it serves those who respond to it. Also, further attention needs to be given to criteria for selecting clients in terms of exceptional potential for continued education.
2) There appears to be a need to make greater efforts to match clients to the institutions where they may most likely fulfill their aspirations.
3) Adequate funding for the activities undertaken appears to be a need in many projects. This is related to an apparent effort on the part of many of them to serve large areas and large populations, and the resulting circumstance that many clients are seen only very seldom.
4) The content and organization of client files and records are in need of improvement in many projects.
5) Long-range follow-up of clients appears to be generally a minimal activity. This includes verification of enrollment and provision of post-enrollment services as needed, as well as verifying continuation in postsecondary programs.
6) The nature and function of advisory boards needs to be reexamined in many projects. A lack of communication and a failure to delineate the nature of board authority and responsibility appear to hamper board effectiveness.
7) Communication with the USOE regional offices could be enhanced by greater attention to the considerable technical and support needs of individual projects in the individual regions. From the standpoint of both the national and regional offices responsible for Talent Search, there appears to be a need for more extensive monitoring, more reliable measures of program effectiveness at the national and regional levels, a greater

amount of technical assistance, provision of feedback to and between individual projects, and development of models which can serve as a means for continuing redefinition and refinement of the ETS program.

8) Most projects depend upon high schools to aid in the task of recruiting; yet many schools evidence either an apathetic attitude about disadvantaged students or an active lack of cooperation.

9) While positive impact on schools and postsecondary institutions has been perceived as an ETS accomplishment, a small amount of negative impact was reported in that there appeared to be a tendency in some high schools to come to depend upon ETS to do the schools' job in providing counseling and counseling-related services to disadvantaged students.

10) The qualifications of staff members to provide a number of services may be questioned in view of the findings. Personnel overall appear to be ill-equipped to handle such matters as: academic counseling, career guidance, testing, and interpretation of educational and aptitude data.

11) To what extent ETS is perceived as a national service program is another issue. Many interviewees expressed concern about the status and image of the program and felt that ETS should be given more national recognition and support.